THE JOURNAL OF EDUCATION

Volume 126 NOVEMBER, 1943 Number 8

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The Journal of Education

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AS WE GO TO PRESS

A final rechecking of this issue strengthens our hope that you will find it pertinent and refreshing. Education is rapidly changing under stress of war but, by looking back and forward and about, is orienting itself and gaining perspective.

For the forward look, we commend to your attention the "Three Notes on Post-War Education," which President Kenneth I. Brown of Denison University has contributed to this issue. Likewise there are editorials such as the one on "Permanent Values," and many another long range thought scattered among the pages.

Yet all is not change and revolution even now. The problem of *order* or discipline in the school and classroom, for example, is perennial, and we are extremely pleased to bring you Frank Rich's observations on this point. More failures in school management and teaching are due to discipline —too little, too much, or the wrong sort—than to any other cause whatever. The matter calls for the careful analysis given it in Mr. Rich's article, and for equally careful follow-up in practice. We wish it were possible to place a copy of his answer to "What Is Good Order?" in the hands of every teacher in the United States.

Do you ever have that sense of complete futility—as if you had made the mistake of your life in deciding to be a teacher? If you ever do get that way, you will appreciate the paper entitled "I Didn't Miss It at All," by President Jenkins of Danbury State Teachers College. Probably you didn't "miss it" either when you took up teaching instead of something else as a career.

Besides the articles here pointed out, there are others that may appeal to you even more. Sometimes a reader extracts more from a single brief item or meaty sentence than from all the rest of the contents combined. That's one reason why we like to provide frequent captions as eye-catchers. It also serves to explain why we so rarely print long, sprawling articles.

▼

By the way—what's doing in *your* school neighborhood? Other readers would like to know and the JOURNAL would be pleased to aid and abet you in telling them.

The boat's ready to shove off. So all aboard for Better Schools and the thrill of making them!

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. . . TEXTBOOK TOPICS

N. E. Salesmen Speak Up

In a letter to school heads and teachers, the New England Educational Salesmen's Association appeals for co-operation in ending wasteful practices. The letter follows in part:—

In general, the bookmen recognize that the best medium of bringing the merits of their material to the attention of the school people is the textbook sample, and that there is no substitute for it in the practices of the business. The Association appreciates that one of the specific responsibilities of the superintendent is the selection of textbooks. Also it realizes that the superintendent must rely upon the judgment and advice of his principals, supervisors, and teachers. Consequently, samples are essential if this judgment and selection is to be a sound one. However, the present period of increased costs plus the rising tempo of turnover of teaching personnel have brought the question of samples more sharply into focus. The Association hopes that the school people will request samples *only when the immediate possibility of an order or adoption is pending*. There is a growing tendency on the part of some teachers to ask for sample copies for classroom or personal libraries with no object of purchase in view. In some cases we know that lavish sampling on the part of bookmen has encouraged this, but it constitutes a serious problem regardless of where the responsibility lies. We feel that it is reasonable, when requests are made for sample copies, that publishers or their representatives should *know the official position of the person making the request*, and whether the request has the sanction of the proper school authorities, and whether there is a serious intention to examine the samples with a view to recommending a purchase.

Another problem is the practice of reproducing copyrighted material. Most teachers appreciate the principle involved, but each succeeding generation of teachers needs some measure of education in this matter. No better statement can be found than the one that appears on page 197 of the Thirtieth Yearbook (Part II) published by the N.S.S.E. We reproduce it here with the permission of the society.

"There is also a practice of frequent occurrence among teachers which violates the principle of copyright as applied to textbook material. This is the practice of multigraphing sections of textbook material or lists of textbook exercises for distribution to members of a class. The obvious outcome and injustice of such practice is the denial of suitable recompense to the author for time and labor devoted to the preparation of his book and to the publisher for the investment required for the manufacture and distribution of the book. It does not seem unreasonable . . . to expect teachers to recognize the property rights of other teachers, if the purpose and significance of the copyright law are generally understood."

The Committee that prepared the Thirtieth Yearbook in drafting its conclusions and recommendations makes this statement (Thirtieth Yearbook, page 307):

"In particular, the Committee believes that the publishers have cause for protest and grounds for legal action against those schoolmen who engage in the practice of reproducing copyrighted material without securing the consent of the publishers."

Another problem which perplexes school people is the question of what to do with sample textbooks that inevitably accumulate in the office of the school administrators. The Association is mindful of the fact that no formula can be devised to satisfactorily dispose of the problem. As a matter of actual practice, many samples find their way into school and classroom libraries.

However, it offers the following alternative suggestions:

(1) Some superintendents make a practice of *purchasing sample copies* for every teacher and principal concerned in the selection of a book or series of books. If the book or books are not adopted, such copies are placed in their classroom libraries.

(2) Samples be *returned* to the publisher after the period of examination and selection has expired. It is interesting to note that this is the universal trade practice in England.

(3) The representatives *pick up the samples*, if their books are not selected, on their next call. Of course, during the war under restricted conditions of travel, this is impractical. It is to be hoped that, *under no conditions*, will the school people sell *their sample copies* to second-hand book dealers.

On the policy of selection of textbooks much has been said and written in the past. The attitude of the Association is that the establishment of a code or similar statement of ideals is not necessary or practical. "Conduct becoming to a gentleman" among highly educated and intelligent people will always cover the conditions of our business. The members of the Association know that unethical conduct reaps its own just desserts in the long run. Specifically, they pledge themselves to *abide by the wishes and regulations of each superintendent* as to the manner in which they interview teachers and principals. Also they believe that their business should be sought only through the channels of the professional representatives of the school department.

The Association respectfully submits that uniform opportunities for interviews and all information concerning an adoption should be made available to all bookmen.

In conclusion, the Association hopes that this statement of some of the problems of mutual concern of the school people and the Association will serve as a means of clarifying and improving the cordial relations and mutual respect that so happily exist between the school people of New England and the members of the Educational Salesmen's Association. It is to be hoped that such a presentation will tend to improve the selection of textbooks in New England.

AND REVIEWS . . .

Enjoying English

Books for the study of English have undergone a wonderful transformation since Noah—of dictionary fame—was a boy. Typical of the best in this field today are the series of high school texts, "Enjoying English," to which have just been added Books Seven and Eight for use at junior levels.

Who could fail to "enjoy English" when it is handed out with the close relationship to everyday life displayed on every page of these manuals? Avoiding the come-children-let's be-jolly-together approach, the authors manage to focus attention on one experience after another that pupils can recognize as their very own. There is a constant challenge to face and overcome difficulties, to acquire new skills in dealing with situations such as writing to a friend, talking on the telephone, making a train of words stop and go, exterminating pet words, and even mastering the techniques of grammar. Pupils who have been properly exposed to such texts should not come up to graduation without knowing how to find a word in a dictionary, how to use other reference books commonly found in a library, or how to find enjoyment in a good story book. Bright cartoons are liberally planted where they will drive home essential points. Numerous examples of what other pupils have written are set out for study and emulation. Yet the emphasis is more upon the spoken than the written word, as in the real world the learner lives in today and will live in tomorrow.

Teachers who believe that the study of the mother tongue should be a pleasant and exciting adventure will have a friendly eye for texts like these, so aptly named "Enjoying English."

ENJOYING ENGLISH by Don M. Wolfe and Lela Tyre Hamilton. Seventh and Eighth Years. Newson and Company, New York. $1.32 each.

The Road to Safety

Four authors, all of them concerned with safety education in the public schools of Cleveland, have joined in preparation of "The Road to Safety," a series of seven books. These attractively designed readers not only contain a vast amount of common sense material on the avoidance of accidents but sufficient related material of a non-warning nature to avoid monotony and build up interest. Thus there is an excellent chapter on the invention and improvement of safety matches in one of the upper-grade books, to accompany the cautions regarding fires. Making safety lessons really stick is a difficult chore, and one to which this series seems to apply good psychology.

THE ROAD TO SAFETY by Buckley, White, Adams and Silvernale, American Book Company, New York. $.80 to $1.04 each.

Mathematics for Victory

The war emergency has both emphasized the importance of mathematics and influenced the choice of mathematical material for the high school student. "Mathematics for Victory" is an emergency text, aimed at giving the student an arithmetic review and the elements of algebra, geometry and trigonometry; after which are offered many practical applications of the skills acquired. The student gains much experience in working from scale drawings and learns the rudiments of plan-reading. Certain principles of mechanics and aerodynamics are treated. Frequent use is made of the airplane for motivating study. Especially useful should be the manner of presenting arithmetic through diagnostic tests which are followed by drill exercises. The entire book demonstrates practicality. Yet the author has spared no pains to make principles understood, since these are basic and without them the learner is on dangerous ground in almost any mathematical situation.

MATHEMATICS FOR VICTORY by Virgil S. Mallory. Benj. H. Sanborn & Co., Chicago. $1.64.

BOOK LEARNING WILL WIN OUT

Book-learning will always have its supporters and its questioners. The supporters will claim that book-learning marches on triumphantly, the questioners will say that book-learning plods its weary way disconsolately; but regardless of the way of going, book-learning will be at the finish line when the trumpet sounds.

It's the book against the "rule-of-thumb," the printed page against the story Grandpappy told to Pappy and Pappy told to Junior, "fancy reading" against "horse sense," the formula against "by-guess-and-by-gosh," the log table against the rabbit's foot, the laboratory against the "dark-of-the-moon," algebra against a hunch, the recipe against "a little of this and a little of that," the slide rule against "trial and error," logic against intuition, and investigation against "I'll bet 'cha."

—Raymond Manchester.

Look and Learn

Science for first-graders? What a problem! The authors of "Look and Learn" believe the answer is to be had through use of pictures. Hence they have provided page after page, calling for observation, comparison, inference and generalization. The book is composed of four units: animals; machines; weather; plants. Illustrations are in color throughout. In the teacher's edition, the picture book is preceded by an excellent guide which both explains the purposes of the course and suggests in detail how each page of pictures may be used. It is evident from this novel teaching tool that orderly thinking can be started almost in infancy.

LOOK AND LEARN, by Beauchamp, Crampton and Gray. Scott, Foresman and Co., Chicago. 84 cents.

Introductory Psychology

While a good deal of practical psychology has crept into high school courses, notably in English and social studies texts, an out-and-out approach to the science of the mind in a plainly labeled psychology text for high schools is something of a novelty. Can

it be scientific and at the same time interesting, clear and useful? As one examines "Introductory Psychology" by Averill, there is evidence that all these things are possible. Interest is secured at the outset of each chapter by means of three cases, two from literature and a third from everyday life. Then the author proceeds to expound the major topic in easily read sections, pointedly captioned. The chapter may deal with the emotions, with habit, with how to study, remember, or learn; it may take up the process of thinking, or character, or delinquency and crime—but always in a manner to hold attention and deliver an understanding of the student's own mental operations and those of other people. The emphasis is upon applications of psychology to real needs of the individual. Yet the entire matter is anchored to sound knowledge won by experts through patient experiment and research. The text, while affording an excellent introduction to further study in the field, bids fair to serve the needs of high school pupils who will not go on with it in a college classroom.

INTRODUCTORY PSYCHOLOGY by Lawrence A. Averill. The Macmillan Company, New York. $2.20.

Modern World Geography

Geography is sure to take on a new dignity as a result of global war. One might say that the war is parachuting it into high schools, where, for some indefinite reason, it has heretofore had little place, excepting a place of a sort in the commercial course.

To meet an inevitably growing demand for a textbook to be used in high schools, comes "Modern World Geography" by Case and Bergsmark. In form like an average high school text, plentifully illustrated and having good colored maps, this volume admits the learner to an extremely important and fascinating study. It is a study of man's relation to his physical environment; how he is affected by it in his manner of living, and how he acts to change it—in other ways than by seizing the territory of his envied neighbors through invasion and war. Starting with a general survey of the subject, the book proceeds to consider the major portions of the globe by regions or countries. Agriculture, natural wealth, industries and commerce are shown against their topographic backgrounds. There is much to think about on every page, and much to provide stimuli and focal points for future reading.

MODERN WORLD GEOGRAPHY by Earl C. Case and Daniel R. Bergsmark. J. B. Lippincott Company, Chicago. $2.20.

Modern Magic

There is magic in the modern textbook. Part of that magic is as ancient as the invention of speech and of written symbols for recording it. Part of it goes back to a medieval time when the art of printing brought the power to multiply books at small expense. But much of the magic of the modern textbook is distinctly recent, truly modern. A new understanding of the immature and growing mind has been developed among textbook writers. They have learned to meet youthful experience where it is, with words and sentences that transmit thoughts more surely. They have learned to advance by easier and more sensible steps. They interlace material already given with fresh material in such fashion that one supports and strengthens the other. A further touch of the conjurer's wand has caused the printed page to blossom forth with charts and pictures and has added touches of beauty to covers, to typography and to illustrations. The whole resulting product is vibrant with the currents of good teaching. It invites to adventures of the mind; conquests that are sometimes challenging, always possible.

Textbooks of tomorrow will surpass those of today, of course. The rivalry for excellence will not cease so long as the splendidly professional work of publishers and authors receives its just appreciation from the heads of education in America. Bright, inspiring textbooks in the hands of bright, inspiring teachers are a combination hard to beat in the molding of the better world men hope to see.

—A.W.B.

Young America's English

English classes in a high school afford wonderful opportunities for development of human personalities and characters. These ends are missed if the instruction is purely intellectual and remote from everyday experiences of the pupils. "Young America's English," a notable series of which Book Three has now appeared, is imbued with the authors' purpose to utilize the world of everyday action and interaction to its utmost both as a challenge to language growth and as a means of integrating life. Social and democratic attitudes are given much attention, while students apply their judgment to problems of wide variety. The techniques of our language are presented as occasion arises. Oral composition receives due emphasis in the suggested assignments. Taking notes, writing a committee report, asking questions of a guide, speaking on the telephone—these and a myriad other real-life experiences are drawn upon to provide motivation as well as practice—all with smoother performance, better orientation, a deepened sense of responsibility to self and others as the envisioned goal.

YOUNG AMERICA'S ENGLISH by Helen F. Daringer and Frances G. Sweeney. World Book Company, Yonkers 5, New York. $1.40.

Our Democracy and Its Problems

In the world of today there is no subject of more compelling interest than the problems of society. Thinking men and women are awake to the realization of the truth that the prosecution of the war, all-important as it is, is not the only tremendous task which lies before us. Under such circumstances the need of intelligent thinking along social, economic, and political lines is a matter of major necessity. *Our Democracy and Its Problems* is exactly the type of book which fits into the present situation.

It is one of the distinguished series known as Heath's Correlated Social Studies and is intended for use in the 11th or 12th grade. It deals with problems that are most emphatically alive and is to the highest degree enlightened and constructive. The title of the volume describes it with singular exactness. The problems with which it deals are those faced by present day democracy. Special stress is laid upon economic, social, political and international issues. The book is highly readable and has all indications of being exceptionally teachable.

OUR DEMOCRACY AND ITS PROBLEMS by L. J. O'Rourke. D. C. Heath and Co., Boston. $1.88.

Editorials

Post-War Attitudes

So much is heard about the need for "post-war planning" that the public may be getting bored. Of course the expression itself does not bear analysis. It means *present* planning for whatever may happen in the post-war world. While it is well to anticipate and prepare for all that can be foreseen at this time and to draw up blueprints, the greater part of the after-war course of events is wholly unpredictable.

Recently a cartoonist showed a business office where everyone was being cautioned not to interrupt the boss, because he was engaged in "post-war planning." The picture revealed him pacing back and forth, saying under his breath, "You're fired. You're fired." The only trouble with that kind of planning is its attitude. And may it not be true that the best thing the rank and file of us can do right now with regard to the future is to study our attitudes and try to make sure that they will be what they should be when the war ends?

We ought to have learned from the last war and the events that followed it, such lessons as these:—

We must work with other nations to build an enduring peace; first by disarming turbulent nations, second by reducing the causes of war.

We should oppose any curtailment of our own national sovereignty or that of any other nation.

We should not lend our ears to those soft-headed individuals who will want to carry forgiveness of our enemies to the point of believing they wouldn't do it again.

We should be on guard against organizations and individuals that are secretly employed by governments or other interests seeking to undermine the national strength and unity.

We should determine to halt all unnecessary spending by our government and start to climb out of debt.

As individuals we should avoid such an orgy of extravagance and speculation as occurred in the 20's as a prelude to depression in the 30's.

We should rid ourselves of the mental and moral distortions brought on by the war and do this without swinging to the other extreme of imagining a millennium of peace has dawned.

We should understand and encourage the legitimate aspirations of peoples everywhere to establish and maintain their own governments and to escape from the grip of would-be tyrants.

We should be tolerant and square in our treatment of minority groups at home, recognizing human dignity and the common rights of all men.

We must make education at once more practical, more intensive, and more deeply effective in its influence upon the mind, the morals and the civic behavior of each child and youth.

We must be patient and have faith.

Permanent Values

Those responsible for school schedules and results find it no easy matter, these days, to decide between emergency demands and the duty to guard permanent values.

On the one hand are undeniable facts that a war must be won, that the schools can and should make vital contributions to that end, and that whatever special preparation is given to boys before they enter the armed services may shorten their training periods, add to the number of available experts and leaders, and save many lives even among those lads themselves.

On the other hand, school heads cannot overlook the danger that all normal standards of value will be set aside in favor of victory in battle. Thorough mastery of principles is vastly more important in the long run than knowing how to wire a radio set or plot the trajectory of a bullet. Familiarity with historic backgrounds, development of the power to think and to express one's self; an understanding of America's ideals and its problems in attaining them—ideals and problems that will need intelligent attention by all citizens in the years to follow this era of short-circuiting—these matters cannot be neglected.

It may seem heroic to some schoolmen merely to say, "I am all for winning the war and everything else can wait." Were not these same brave hundred percenters declaring with equal fervor a short while ago that "the children are growing up and education *cannot* wait?" It cannot wait any better now than it could then. The generation now in school will not pass that way again. If they learn only what is dictated by the necessities of the moment, they, the nation and the world will be the losers.

The answer is to be sought somewhere between the

two extremes. Pre-training and other forms of co-operation with the war effort should be given their due support, by an institution such as public education which will not itself survive in any true sense unless victory is achieved. In addition and by intensified emphasis and earnestness, all that the school can offer by way of deep-down, purposeful educating of citizens for the brighter world of tomorrow, should be maintained with unfailing persistence.

Boards and Schools

There is probably nothing in the United States more uneven in quality than the boards that are responsible for its systems of local education. The personnel of these boards or committees ought, by their very nature, to consist of the ablest, most high minded citizens that can be persuaded to undertake the direction of the people's schools in any given community. In one place this will be the actual situation. Yet in the next place the very opposite may hold.

Citizens go on school committees either for the service they hope to render to the children or for what they hope to do for themselves. Sometimes the motives are mixed. But if the real heart-interest of each member could be known, anyone could chart in advance the quality curve of the local schools for some years ahead.

Now it is not a fact that a school system is no better than its board of education. Schools that have been brought to a high level over a term of years may maintain a high standard for a long time after inferior persons have obtained control. Deterioration sets in gradually. Some teachers, appointed mainly on grounds of political or personal favoritism, accidentally turn out better than was to be expected. Good teachers previously on the job continue to produce good results.

Good schools are not built in a day. Neither do they fall to pieces in a day. This is why the public does not notice when its schools begin to slip; why it does not act at once to save them.

Ultimately, it does make a tremendous difference what sort of men and women are put on school boards.

Reappraisal of Substitutes

The substitute teacher has heretofore been regarded as a sort of stop-gap; an individual whose endeavors to conduct the work in the interval of a regular teacher's absence were likely to be rather futile. Either the substitute did not know the subject or he was unable to cope with discipline; with a resulting progress that was negligible or in reverse.

In these times there are substitutes with semi-permanent status. Many of them lacked full credentials when they first eased into their positions. But those who had it in them to improve have done so—and cases have been noted in which the substitute demonstrated surprising aptitude for the task and raised the hope of the administration that she may be retained beyond the emergency period.

Not all—perhaps but few—of the so called military substitutes are being paid what they are really worth. Authorities have a tendency to exploit their willingness to "help out anywhere" as a means of saving money. A more liberal policy in this respect seems quite generally to be needed—in the name of simple fair play.

The Moscow Achievement

The agreements reached at Moscow by foreign secretaries Eden, Molotoff and Hull, as announced November 1, have almost made us wonder if we should not dust off that discarded "War to End Wars" banner and set it up again for verbal worship. So little was hoped for from that conference of the three allied powers, that their success in reaching unity not only on the war itself but upon certain post-war issues of utmost import, was most heartening.

It is reassuring to hear that the three leading governments engaging in the defeat of the enemy will continue to cooperate in deciding when to stop fighting; will work in harmony to disarm the trouble-making Germans; will refrain from seizures of territory from conquered nations; will insist upon restoration of independence to "stolen" Austria; will encourage the setting up of non-Fascist institutions in Italy; and, above all, will act together as temporary trustees of the common interest and with a view to ultimate establishment of a world-wide organization dedicated to keeping peace.

That such a joint declaration could be and has been made is, as Secretary Knox has said, more important than any victory in battle.

One cannot help thinking of its two-fold effect upon the minds of the Germans. It must have shattered their hopes for a splitup of their foes or a separate peace with the Soviets. It must also have dispelled that fear of bolshevik invasion and wholesale slaughter which had been promised them by their Nazi propagandists as the alternative to victory.

Signing of official papers holds no certain guarantee of the future. But what was done at Moscow was a most encouraging start.

The promptness with which the United States Senate by a vote of 85 to 5, went on record as favoring a post-war organization as outlined at Moscow, marks a veritable turning point in history. Twenty years and a war that might have been avoided by our participation in the League of Nations, have taught our citizens something—our senators merely mirroring that lesson.

THREE NOTES ON POST-WAR EDUCATION

KENNETH I. BROWN
President, Denison University

1—On the Spread of Education

We shall fail to make full use of the opportunity which the post-war period will offer us unless we can make some recognizable progress in the direction of universal education. In his superb Free World speech, Vice President Wallace said: "Men and women cannot be really free until they have plenty to eat and time and ability to read and think and talk things over." Mr. Wallace went on to add: "Through universal education they now can read and write and form opinions of their own." His words are overly optimistic, for the scores on the literacy of our own conscripted army are not as rosy as we had thought they would be.

Tomorrow's education must wipe out our remaining illiteracy. That will mean increased concern for the rural schools, federal aid for the under-privileged sections of our country in their educational program, equality of educational opportunity for all. In a democracy no citizen has the right to take pride in the educational achievements of his own city, if the act of birth can bring any child, no less American than his own, fewer opportunities because he is the victim of the accident of being born in the slums of a northern city or the poverty belts of the South.

If universal education is to be translated into reality, it must mean some equalizing of support to bring increased opportunities to those sections now under-privileged. Moreover, the ideal of universal education cannot be limited by the color of one's skin or the geography of one's homeland. It is not the American task to impose universal education on the world. It is the American task to assist the spread of universal education as there may be hands reaching for it in the countries of the world and in our own country as well.

Universal education, however, is too often presented as a dead-level of opportunity. That there must be equality of opportunity, no believer in democracy will doubt. At the same time, there must be plans for the education of the talented individual to the maximum of his capacity. In no other way can the leaders for democracy be trained.

2—On the Practice of Democracy

One specific task to which post-war education must lay its hand with increasing understanding is the task of interpreting and of encouraging the practice of democracy. Those are big words, pretty platitudes, and most of us fear platitudes these days.

There is no need to count the job we have done a failure, but there is need that we shall do a still better job in the days ahead. Our greatest weakness is that we have interpreted democracy in a wish-washy sort of way as the least common denominator of our mutual thinking, and we have pared our ideals and our desires to a common base through the counting of noses.

But democracy is vastly more than this. Democracy entails a building up of ideals and common desires until the faith of the wiser shall be the faith of the less wise, and the standards of the best shall prevail. It demands, likewise, even along with the counting-of-noses, a protection of the minority, and behind it is ever the sustaining experience of a common humanity.

We do not need more theses on democracy. We need more simple factual reports on the experience of democracy as groups and schools and communities have practiced it.

In Ohio prior to the war, Governor Bricker appointed a State Commission on Democracy headed by an able chairman, Harrison M. Sayre. There were representatives of many professions and numerous geographical centers, and each member was expected to be a focal point for a similar but local commission in his own county or city. One of the most inspiring meetings I have attended was at the meeting when each member spoke briefly of what was being done in his community.

3—On the Fulfillment of our Dream

In the last war we dreamed a mighty and compelling dream—a dream that that was a war to end all wars. Sincerely and heartily we accepted that goal—that is, we the common people, and the dream was not fulfilled. In the wake of that unfulfillment there came a period of dark cynicism which permeated into the very marrow of our living and thinking. Now surely no one will quarrel with the dream of a war-less world. But we are an impatient people. We expect our dreams to be accomplished tomorrow—or if not then, surely the day after tomorrow. And God appears to be a leisurely God.

Education can do for us the great service of helping us to find a proper balance between realism and idealism in our post-war planning. Education will demand of us accuracy of fact and precision in definition; it will demand realis-

tic thinking and the facing of knotty problems.

But realism is not enough. To realism let there be added idealism, and let us seek for a just balance of mind—not so idealistic as to lose sight of the world that ought to be.

At the moment, our American people are either pinning great hopes on a new world reconstruction in those days after the war, or they are in cynical despair. We are doomed to bitter and dark disappointment in so far as we are envisioning a utopia which we expect to arrive tomorrow, for—well, all shipments are delayed these days.

It is the function of education not alone to dream dreams, but to keep the dreamer's feet on the ground. In that post-war world we need never to forget that whatever else may be true of it, it will be fashioned and inhabited by human beings—rather greedy, frequently stupid, limited in vision, even the best.

One step at a time we move from chaos to order. If in the years that lie ahead we can take one step which history will record as permanent, our efforts shall not have been wasted nor our dreams proved futile.

There is large wisdom in the words of the Archbishop of Canterbury: "We are not fighting so much to preserve a Christian civilization as for the opportunity to make one." Put by that sentence two other sentences from his pen: "The freedom that matters is not the freedom to satisfy our momentary desires, but the freedom to fulfill our steady and constant purpose. The main business of education is to strengthen our capacity to form and follow an adequate purpose throughout life."

WHAT IS GOOD ORDER?

Second article in the 'What Are Good Schools?' series.

FRANK M. RICH

THE most interesting, harrassing, amusing, tragic, vital thing about school management is the control of pupils' behavior. That is what makes the stage schoolroom screamingly funny. Control constitutes nine-tenths of the excitement of the game when children play school. Control is what wrecks the career of many a promising would-be teacher. It sometimes brings strong men to tears when they make their first attempt to "keep school."

Prof. Barr some time ago conducted an elaborate study of 47 good and 47 poor teachers, for the purpose of determining wherein the great difference in teachers lay. There were many striking elements of difference in facial expression, habits of sitting or standing, interest in pupils answers, preparation of lessons, typical sayings, and so on; but this one fact was especially noticeable: Not one of the poor teachers could have been called excellent in discipline.

Discipline is the first great test of a teacher's common sense, leadership and character. It is one of the reasons why competitive examinations or even ratings in schools of education are so unreliable as measurements of actual teaching ability. Executive ability in managing a group of people outweighs any other quality in a teacher's qualifications. It is not always apparent to a layman, visiting a classroom, whether the teacher is well grounded in her subjects and skillful in presenting them, but it is usually plain to see whether she is able to keep order, win the respect of pupils and get them to put a reasonable amount of effort into the work while herself maintaining a dignified attitude. The teacher who fails to control fails in everything, for order is heaven's first law.

Order may be of two kinds: the outward conformity to regulation demanded by the typical drill-sergeant, who does most of the thinking, issues the commands, and expects only instant and unquestioning obedience; or order may be a kind of creative control, which develops an inner instinct for order and efficiency. Order, even of the martinet kind may be better for the pupils than unchecked rioting and mischief; when a temporary dictatorship bridges the gap between lawlessness and democracy. But our study of learning makes us properly skeptical of the final outcome of a discipline which creates an outward appearance of promptness and obedience only when the animal trainer is present. Genuine character training depends upon a real modification of the primitive natural impulses of pupils, by a series of experiences which finally associate a natural satisfaction with propriety and accomplishment.

In attempting to rate control, several points will need to be considered. How well have unnecessary causes of restlessness and irritation been anticipated and removed, such as misfit seats (no child's feet swinging), bad air, harsh voices, deadly monotony of work and surroundings? Do the pupils seem to have learned some lasting self-control or are fresh orders issued every minute, with commands to "stop whispering," "sit down," "put that away," "pay attention," etc.? Are corrections quick, sure, natural, in keeping with the offense, private, harmless and made without show of passion?

As a judge, does the teacher handle cases with judicial fairness, dignity, impartiality and friendly firmness? Is there complete absence of bluff? Does the teacher doctor her own patients, for the most part, or "pass the buck" to the principal, truant officers, neighboring teachers, etc.?

A good deal can be inferred from a moment's conversation with the teacher about the difficult cases. Is this pupil and that one diagnosed as "general nuisance," "just lazy," "perfect pest," "a good case for reform school" and so on; or does the teacher seem to be interested in the many possible physical reasons for nervousness or laziness? Is there any suggestion that perhaps parental relations, strictness or laxness in the home, fears, jealousies, shocks, hates, cruelties or other difficulties may account for defects of personality? Does the teacher show any desire to understand and correct them? How does the teacher regard misconduct, as the bane of her life in the classroom; the one fly in the ointment; or is pupil adjustment regarded as one of the most interesting problems of the profession and one of the biggest opportunities to do a real piece of work in education?

In some respects a teacher's reputation among pupils, parents and associates is as fair a test of a teacher's control as a visit to the classroom. Are scholastic marks and promotions ever used for disciplinary purposes? Does the teacher use improper or illegal punishments, as shutting in a clothes closet, frightening with threats of rats, policemen, etc., or physical torture of any kind? In discussing disciplinary problems with principal, parents, et al., does the teacher's purpose seem to be desire to get at the cause of the difficulty and correct it, or merely to further a vindictive personal desire for revenge?

The superior teacher finds ways to improve order and educate pupils even beyond the walls of the classroom. An estimate of a teacher's service may properly include the responsibility assumed for lessons of behavior in corridors, assembly, playgrounds, field days, excursions, passage to and from school or anywhere where an important lesson presents itself. Does the teacher promote good mental hygiene by participating in and stimulating interest in games on the playgrounds, especially with a view to bringing backward children into the fun? Does the teacher's work in training for control have a favorable effect, even when the teacher is not present, as in the home, at entertainments, in art, physical training and other special activities classes, or when a substitute or class officer is in charge?

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The first qualification of a teacher, as of any other leader, is leadership. Leadership may be of several kinds. One is leadership of the scourge; drivership. It built the pyramids, propelled ancient galleys, keeps prisoners in subjection, and sometimes licks pretty tough customers to a standstill in school. Another kind is nightmare control. It substitutes various emotional tortures in the place of purely physical vengeance. It raves, storms, threatens, humiliates and stages all kinds of domestic tragedies, to keep workers doing things they hate to do. This control is legal, but the ultimate effect on spirit and disposition does not leave it much advantage over the old-fashioned spanking. Sometimes we find what may be called tickle-twitter control. It chirps, twitters, fawns, bribes and flatters underlings into compliance. As the fellow said, "It is all right in its way, but it doesn't weigh much."

In contrast with these methods of securing control there is a control based upon the needs of character development. It sets the schoolroom stage as nearly as possible after the manner of outside life, employs the same powerful natural incentives to enterprise and decency which operate in real life —satisfaction in possession, beauty, joy, helpfulness, respect of fellows, group and community betterment, solution of real problems, and the like; and corresponding disgust at lapses in the opposite direction. It is control which looks beneath the surface and beyond the moment. The asylum child who was bathed twice a week for ten years according to regulations, was controlled, but to what purpose if, after a thousand baths, she had not learned enough to take one on her own initiative? The chicken led through the maze by a tether was controlled, but of what educational value is this or any other leading string, which transforms the learner into a nerveless puppet? All the billions of dollars worth of bars, locks, gratings, handcuffs, bayonets and artillery in the world do not make a single good citizen.

The good school therefore needs to be judged, not only on the outward appearance of order, but still more by the spirit which seems to motivate promptness and decorum. Do teacher and class seem to "rub each other the wrong way," or is there a courteous atmosphere of mutual consideration and good will? Is the spirit companionable, or that of the trained animal ring? Do directions take the form of requests rather than demands? Are threats, extra school tasks, taking away earned marks, personal indignities, sarcasm, ridicule, spite, impulsiveness, and antipathy never in evidence? Are necessary rebukes made privately? Are individual differences taken into account, as temperament, intelligence, and social backgrounds, etc., or are time and patience lost over the impossible task of making owls show more animation and terriers sit down and reflect? Do pupils meet people naturally and politely? Do they show some sense of responsibility on grounds, in hallways, to and from school? Does "discipline" not make the offender an example before the school, but afford him an opportunity to redeem himself, without having his weakness paraded be-

fore public gaze? Is one pupil never held up as a model to another, but mutual cooperation toward realizing ideals encouraged instead? Is respect for the teacher shown through cheerful obedience, deference, consideration? Is well taught subject matter the chief element in good control?

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While all real learning is based upon practice, the instructor's business is to condense an age of mere trial-and-error experiment into a few lessons and in some cases behavior can be influenced beforehand by suggestion. Without always waiting for some untoward event to arise, good teachers give suggestive short talks or inductive lessons on personal appearance, good turns, good manners, economy of materials, respect for others, how to be sure of getting to school on time, how to gain the good will of teachers, fellow pupils and janitors, fair dealing on the playground, respect due to the aged, to women and children, courtesy at an entertainment, conduct in a panic, the discourtesy and disgrace of loud, profane or improper language, and so on according to the age of the pupils and the needs of the local situation.

A survey will disclose principals and teachers who always have been and always will be unfit educationally and temperamentally to direct the character training of children. What can be done with them, when they do nothing seriously flagrant, and are protected by legal tenure of office?

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We have teachers in our midst who would score about 100% in control as measured by these standards. They deserve the profound gratitude of every parent who has his child's disposition and emotional stability at heart.

CREATING A ZEST FOR LITERATURE

GERTRUDE CORRIGAN

THERE has been a steady growth in the idea of the importance of literature as a subject in the curriculum since the day of the McGuffey Readers in the early decades of our national life. It now holds a place with other basic studies and is wisely separated from instruction in the mechanics of reading.

Building for good taste in reading is a very vital part of education. We look to literature for beauty, ideals, information, inspiration, pleasurable emotions, entertainment, elevation of spirit, wide experience and general culture.

The constantly increasing war on trashy, unworthy and vicious publications waged by those who are concerned with promoting good influences for youth turns attention to the work schools are doing to inculcate good taste and discrimination in reading.

The body of material in school readers for the grades is good; much of it is informational but the style is uniformly high in value. The purpose of the primary and grade readers is chiefly to give training in the mechanics of reading. This drill is therefore associated in the minds of students with set tasks and as such, separates the oral lesson from its purely literary values. This is especially true if the content must be accounted for in a formal way subsequent to the reading practice.

Good literature invites contemplation; it should never be held in the light of a task. Instead, it should be heralded as a rare privilege. Young people should not be required to memorize what does not appeal to them. The enthusiasm of the skilled leader will give birth to that desire if it seems good to commit certain passages to memory. All approaches should be pleasurable. That which is pleasing and agreeable tends to remain in the mind; that which is unpleasant becomes dim.

Literature began to take form with the first stories told and listened to. The inherent rhythms of man's nature created the bard who sometimes sang the tales or made them into rhymes. Thus the primary teachers repeat the path of historical cultures in the story-hour of the little ones.

A sure approach to the mind of youth is through the voice. One who loves good literature, and is endowed with a good speaking delivery, can lead all young people along the primrose path of wholesome reading. Regiments of English soldiers in northern France during World War I gathered in their recreation camps to hear John Drinkwater, the playwright, read poetry to them. These men were from all walks of life yet they never tired of listening. Mr. Drinkwater was surprised at the success of this experiment which the British government had engaged him to make.

Only the person whose delivery is excellent should attempt this method of developing good taste in reading. It is not profitable to the class. Only those who can perform artistically should be allowed to occupy the precious moments. Poor readers should be trained in periods set up for that purpose alone. It is better to pass the time in silent reading than to spend it listening to bad delivery spoiling the beauty of fine lines.

The field of good books is now so wide from which to choose that

the chief anxiety is not the choice but how to find enough space on the daily program to devote to reading in class. Here may be the place to suggest a reallocation of the minutes given to other studies; mathematics could well be given less time in the grades. Adults use very little arithmetic in later life and there are machines now to do the computations that take so much precious time of youth to learn.

Certain masterpieces of literature are held as patterns of excellence; these are units and should be read as wholes. It distracts attention from the artistry of a selection to stop the flow of thought for consideration of portions. This may be done after finishing the reading. Steps of preparation are in order before the lesson; maps, personal sketches, anecdotes, details of environment or history, difficult words or terms not familiar,—all this might lead to a better understanding if done in a way that will not rob the story of its freshness, beauty or emotional appeal. It is almost like interrupting a lecture to ask questions of the speaker, to break the thread of a narrative for remarks or explanations.

Pupils should be encouraged to have a library card. A system of checking on the books read by pupils should be in every class room. Do not permit young children to give book reviews. Only very experienced adults can do this job well. One may ask if a certain book gave pleasure. The teacher may read a chapter of a book so that the class may know if it appeals to them.

The teacher has a grave responsibility in leading the selection of library reading. It must be done subtly, without seeming to be dictatorial. The confidence of the children must be kept. So much valuable opportunity for culture is wasted by young people on worthless or harmful books; it is deplorable when the right books are not in their hands at the right period. All their subsequent contacts with books may depend upon the slant given them in early years. Good taste established in youth will ward off the evils of bad publications.

If to this wise direction could be added some instruction in the use of the daily papers years of unnecessary loss of time could be spared. The organization of the daily papers and the purpose of the headlines can be shown. Respect for the hard work of the editors should be taught. And here is where the sensational features can be given their proper place so that crimes will not seem to be the usual thing but the exceptional. Show why these matters are overplayed.

Never neglect the duty of warning students against reading books or magazines they do not know to be right. Their parents protect them from making evil acquaintances; it is only fair that young people should give parents the same chance to veto the bad companionship of pernicious literature.

Perhaps one device for encouraging the fixing of good taste in reading has not been sufficiently tried out in the schools: this is using the motive of pupil-authorship.

If children become interested in setting down their own thoughts or experiences or in dramatizing them, they soon see they must acquire a good way of doing the task. If writing is not required, but a spirit of adventure in a new field is kept, even those not usually articulate will join in volunteering expression. Then the whole matter of writing and of books takes on a new meaning for them.

Even those who remain too timid to do constructive work in class will get much from the efforts of classmates. This work should not be in the nature of assignments nor should it be corrected either by teacher or by class. Praise and favorable comment should be given to anything worthy. Children grow by encouragement.

Little folk will like to tell the story of daily living. Older ones will prefer incidents of travel or camp life, or of mechanical toys or of pets or of street life. Sometimes they like to describe a house and have the class guess where it is. All ages like to write dialogue showing by the conversation striking differences in character. Farther along in this writer's game, they may like to write paragraphs on scratch paper or at the board for critical analysis. It is surprising how much actual drudgery young people will do when polishing off their own work.

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Children are natural poets. The line between fact and fancy is not yet set. Try writing a poem on the board leaving spaces between the lines for paraphrasing. Or write four lines, leaving the next verse to be done by the class. Or write three lines, letting the fourth be filled by a line which is the choice of the group. Soon there will be reams of verses done by the young folk and brought to the recitation for discussion. No criticism is to be permited unless asked for by the author. Any bit that is at all worthy of praise should be noted. No tearing down, only building up has place in this exercise in original writing. Never should marks or grades be given on this work. The young people have had their reward in the joy of creating. They are full of creative energy. They imitate unconsciously but wish to stamp the product as their own. It is the basic egoism of individuality.

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If the enthusiasm can be kept alive, it will certainly lead to a desire on the part of students to learn how successful writers have expressed themselves. Using this constructive approach to good literature is fundamental and will have lasting effects on literary taste.

OUR SCHOOLS DO HALF A JOB

JAMES M. RIDGWAY
Russell (Kansas) Public Schools

AMERICAN education is failing to meet its high promise as an agency for bringing individuals to their greatest efficiency and for the improvement of the nation as a whole. Even worse, it has allowed other nations to steal a march on it as a force in national and social policy.

American education is cursed with an over-dose of individualism and is victimized by localism. The system can be judged by the product. Have generations which have passed through our public institutions of learning had the desire and the ability to meet the power of political machines and to make democracy function smoothly in its home? (Or do we have public apathy which gives politicians free reign?) Have vast strides been taken in stamping out intolerance? (Are race riots declining?) Has the public been educated in such a way that it is quick to sense political chicanery at home and national danger from abroad? (Or must the public be "inspired" to write to congressmen and scared into making preparations for a strong system of national defense which mature judgment would direct should be created as a matter of good policy and common sense?)

In the United States we have been careful, perhaps too careful, to keep schools from being tools of the state. We have followed a father's prayer "I want my son to have an easier time in life than I have had," rather than planning education as an intimate part of our social order.

Since democracy itself works for the improvement of the individual and his status, it is not suggested that emphasis upon the individual should be struck from the philosophy of American education. However, educators are in danger of making a fetish of education for individual improvement. When schools place sole emphasis upon the individual, they forget that society creates schools and government supports them to carry on the ideas, ideals, and accepted policies of both.

The basic defect of American education is its localism. It is local in general plan, local in execution, and local in perspective. The legal basis for education harks back to the time when a horse and buggy were luxuries for the privileged few. Politically education is a function of the states rather than of the national government. And the states, in the main, have given the practical administration of education to local boards; and these thousands of boards constitute the most important single units in educational organization.

The results of the system are what might be expected. It is permeated with a narrow outlook. The few schools which are held in the firm clutch of a moribund curriculum are busily and happily engaged in developing self-centered "well adjusted individuals" who live in a factual and cultured vacuum. Students of the few progressive schools join those in the less highly publicised "traditional" schools in lacking knowledge with which to reach conclusions on matters of social concern even on a local plane, much less say national or international.

About all that has been accomplished by running education on a local basis has been to keep it out of national politics, while permitting it to be tossed this way and that by local caprice and prejudice. Of course, home folks have the feeling that the school is theirs. This is a good spirit, for education is more effective when home and school work in close accord. However, this same spirit at times amounts to carping criticism and to a brake on new ideas. For another thing, some teachers are hired because they happen to be Baptist, Methodist, or Presbyterian. Jewish and Catholic teachers are barred from many public schools, barred not by law, but by petty, intolerant, local prejudice.

With roots in intolerance, the system can not be much better. Local education often seconds bigotry. Along with the local control of education is found a large measure of local financial support. This means that school children are indeed the victims of their financial environment. Rich communities can afford to have fine plants and the best teachers available under current standards. Poorer communities take what is left in teaching ability and struggle along the best they can with outmoded facilities. In the financing of education, too, we have the heart of the problem of poor teaching. Most schools do not pay enough to make a teaching career attractive to smart young men and women. There is little future in it. Of course, there is the satisfaction of rendering public service of high order, but you can't eat it.

It is no great service to the individual student to educate him exclusively in terms of the territory in which he lives. Few

people in control of educational units take into full account the fact the children may move out of the locality when they mature. It is little wonder that students educated in prejudice and indoctrinated in narrowness should be at a loss when it comes to making decisions upon matters of national scope.

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What of American education in the future? What of America in the future if education remains static? Shall we go on producing students who have not learned the relationship of national to individual welfare? If we continue education in its present path, we shall have a continuation of prejudice and intolerance, a continuation of a perspective that sees no farther than the county line, a continuation of the ignorance which produces citizens who have no knowledge of the world in which the United States must compete or cooperate.

As near as we can tell from the comments and actions of Allied leadership, the post-war world will certainly enter into a period of internationalism. The ultimate success or failure of world planning and of American participation in these plans depends upon how well the people are educated in the terms of new policies and plans.

In this respect it is interesting and alarming to note that in the past most plans calling for international cooperation on the part of the United States have failed when presented to the American people. This is clearly exemplified by our failure to enter the League of Nations and the World Court. We have acted internationally not as a people, but usually when action could be taken under executive fiat with limited public discussion and no referendum.

Since any peace program on an international scale will be of such magnitude that it will have to be executed upon a long-term basis, it follows that students in school now and in the immediate future will at least pass judgment on phases of the plans as citizens. Irrespective of the particular plans or schemes used in the post-war world, the basic problem will be to prevent the nations of the world from again falling into the rut of living in a dog-eat-dog way.

Education must be revamped to meet the shape of things to come. It is not proposed that the entire school system be uprooted and a new start be made. Educators, however, must do some straight and earnest thinking on our altered position in the world while they are tinkering with the curriculum to produce "integrated personalities." They must shoulder the other half of their load and teach for the nation as well as for the individual.

Educators must find a way out of the Pollyanna Age in the teaching of social studies. The traditional social subjects must be reorganized so that more emphrasis is placed upon politics, labor unions, international relations, and the duties as well as the privileges of citizenship. Teachers must be trained and employed to get students to see, appreciate, and practice the principles of democracy.

Beginning immediately schools must place much more stress upon international relations and upon economic geography. If students had been taught fifteen years ago that rubber comes from the Far East and that rubber is essential to American life, as citizens these students might have been quick to see the necessity of protecting that supply. And the same goes for other materials now scarce in the United States. At present, many former students are learning the vital facts of national life from the newspapers and from their rationing boards.

In the future, the very near future, for there is need for haste, the schools of the country must do a better job of educating for citizenship. Educators must recast their concept of citizenship to include the idea that a good citizen should have knowledge of the position of his country in world affairs. The policy the country follows has great bearing on the welfare of citizens. At the same time citizens are called upon to pass upon the policies followed. There is indeed need for knowledge and intelligent voting based upon this knowledge.

More than this, the school should endeavor to discover why it has not produced better political citizens in the past. Every light vote, every political machine, every inefficient legislature, the election of every political boot-licker, indicate the failure of the school to educate for democracy. Going on, where have the schools failed to teach students who have become workmen that it can be, on occasion, unpatriotic and dangerous to strike against the government and the war effort? If the school itself is not responsible for this lack of insight, this lack of sense of responsibility to the nation, then education should take it upon itself to make the teaching of love and respect for the country its first order of business.

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There must be an immediate and ever increasing number of schools which strive to inculcate the spirit of democracy into the grain of every student. This may be indoctrination, but what if it is? Does not society maintain schools for the express purpose of educating the young for its own way of life? Then why ban indoctrination in democracy? Ours is a democratic society. If we are afraid of propagandization and indoctrination, we should be consistent and cut the Pledge of Allegiance to the Flag and the singing of *The Star Spangled Banner* from the list of approved school activities. American schools must plug just as hard for the American way of life as the schools of other nations plug for theirs.

Many educators either faint with fright or burst into invective oratory when federal control of education is mentioned. These same educators, however, applaud federal funds for vocational education, new school buildings, increased teachers' salaries, and emergency grants for defense areas. These same educators refuse to orate when regional accrediting agencies, such as the North Central Association, outside the county or state, put a new requirement into effect. It should be pointed out, too, that if the federal government took over the educational systems, controls would be changed, not necessarily added.

After well over a century of control of education by the states, the record is not too impressive in their favor. The school system has expanded and the illiteracy rate has dropped. However, our society has changed. No longer is it a fight against the most vulgar illiteracy, but a fight against social and political illiteracy. The schools must catch up with the parade. Most of our present and future social problems demand a solution on a national or international scale. From these facts we can conclude education should be planned on a national plane. Let us turn, then, to the only agency of sufficient scope to deal with the problem of national education. Only the federal government can sponsor effective national education which is needed to meet the shape of things to come.

Other countries have recognized the value of schools to educate for their way of life. The United States can do far worse than indoctrinate the American way of life into its students. If we do not, we can be expected to draw into our individualistic shells and place ourselves at the mercy of those countries who do a better job of educating their youth to world conditions and the place of their country in the world. The country that knows what it wants to do and has its people educated to do it will have the initiative. Others again must follow in the wake of the leader. Will American education meet the challenge?

THE TEACHER AS A PERSON

JAMES D. LANDSDOWNE

THE ga-ga stage of the "child-centered" school is passing because it was the *education* of the child for which the schools were established and the end-product by which they will be judged. The termination of the war will probably cause a "shake-down" in education, so it behooves experts to cultivate enough imaginative projection to determine what the needs of society will be and to point education toward satisfying them.

The most important cog in education has received comparatively little attention: the teacher. Chapmen and Counts say, (Principles of Education, p. 599), "The teacher . . . . can make the world over in a single generation." Since the teacher is of paramount importance in the process of education, teachers should be not only masters of subject-matter and teaching technique, but also masters of personality. Two teachers in adjoining rooms may affect the children in diametrically opposite fashion. In one specific case, the children's dislike bordered upon hatred. There was constant disciplinary trouble, attendance and punctuality records were low, while in arithmetic the median would fall between 20 and 40 with but 6 to 15% of the class passing. Year after year, in the next higher grade, attendance percentage would be high, months would pass with no lateness, the arithmetic medium would be 90, with 95% of the class passing. Moreover, the children would write and present plays, construct projects and produce their own class paper. There would be no disciplinary problems! The first individual was not a teacher, the second was a real one; a jewel. In one room, the children found learning distasteful—they would have none of it. Their attitudes, instead of being dynamically constructive, were destructively negative. School work and personalities were affected. The teacher, not the method or the curriculum, makes or breaks the child. Only the exceptional child is so endowed with desire for learning that he will forge ahead in an unfavorable environment. If teaching is to be an honored profession, the teacher must be really alive, not an automaton. In indicating limitations of personality among teachers, I have no thought of denunciation but, rather, of pointing to spots needing improvement to enable the profession to enter into the glory which is its due and to enable the children of tomorrow to leave school better prepared to achieve their personal destinies in a world nearer perfection.

1. Higher and higher scholastic requirements have been placed upon entrance into the profession with greater emphasis on degrees and examination-passing ability. Desire, imagination, emotional stability, thinking and problem-solving ability (in the field of human relations) and ability to plan are more often ignored than

probed, yet such personality traits are not of minor but major importance.

2. Many communities lay a heavy hand of censorship upon residence, church and theatre attendance, friends, dress, etc. The spark which would make the teacher a flaming torch of inspiration for youth is extinguished.

3. Inadequate salaries and importunate demands for college credits force teachers to forego the recreation necessary for surcease and nervous restoration.

4. The job carries certain inherent limitations: contact with immature minds, for example. Champions are not developed by competition with dubs; it's so easy the teacher atrophies.

5. Much of the classroom work is negative. The teacher's job is to find flaws, not to construct as a Ford or a Maugham. She does aid pupils in planning and executing, yet the positivism of the job is outweighed by its negativism.

6. Minutiae become important, since the teacher lives with the infinitely small details of childhood, not the problems of adult life.

7. While the engineer can ride over the bridge he constructs, the intangibility of the results are apt to bring to the teacher a feeling of frustration. Thus she fails to receive the tremendous lift successful effort should bring.

8. The teacher is turned in against herself by the impinging of the personalities of the pupils against hers. Objectivity is lost.

9. While teachers are instructed to praise the efforts of their pupils, frequently the attitude of the superintendent is the opposite in regard to the teacher's efforts. When efforts pass unremarked, success turns to ashes and a "what's-the-use" feeling is engendered.

10. "Democratic participation" may be limited to "yessing" the superintendent and genuflecting to his ideas. Fettering the teacher's initiative, responsibility and leadership develops automatons rather than integrated leaders.

Reeder (Fundamentals of School Administration, p. 27) says: "The development of a pleasing personality is so important for success in a democracy that it should be regarded as one of the fundamental aims of education." Garfield defined a university as, "Mark Hopkins on one end of a log and a student on the other." In effect, he said that the importance of the teacher transcends all other factors. Henry Van Dyke's opinion is: "Knowledge may be gained from books; but the love of knowledge is transmitted only by personal contact." If a teacher has only knowledge to give, the pupil may as well enroll in a correspondence school. Prescott, in "Emotion and the Educative Process", says, "Teachers should be selected for their intelligence, sympathetic insight into children's needs and behavior and for their skill in getting along with children. They should not be selected primarily on the basis of their erudition, 'disciplinary ability' or knowledge of teaching techniques."

The heavy foot of community sadism must be lifted from the neck of the teacher. The hardy individualist cannot do it; he will simply be eliminated. In these days of much talk about democracy and treatment of minority groups, the shackles with which each community enslaves its teachers must be struck off by the concerted and determined efforts of state and national teacher associations. The measure of the teacher must be her teaching. Shackles can never make teachers; opportunity to direct their own lives will develop better personalities which will show in improved teaching.

It requires no Einstein to teach mathematics, no Spengler to teach history. While teachers must be prepared academically and must continue to study, they sadly need money and freedom enough to obtain recreation, since leading others is the hardest kind of strain on the nervous system. More sunshine, more fresh air and more fun will pay handsome dividends.

Quoting Blos: "The teacher requires deep, personal satisfaction, relationships and appreciations outside school. She must balance professional specialization with a wealth of adult experiences; intellectually, socially, emotionally." It is outside school hours that the teacher's activities will do much to overcome the dwarfing of her mind and personality incurred through her daily contacts with the immature. There it is that she can participate in something on a scale larger than the details of the classroom and the frustrations of the classroom can be balanced by satisfactions to prevent warping of the ego. She can practice the objective viewpoint which brings a feeling of competence and ability to handle situations without being emotionally upset.

Teachers, at least at the beginnings of their careers, have the urge for subjective achievement and objective recognition. Withholding that part of the remuneration which feeds the ego starves the personality. Some recognition may come in the form of higher position or increased salary, yet if official superiors should express satisfaction and pleasure from time to time, the teacher would respond with better teaching. The inner glow would do it. Bulletins of the school district, furthermore, might carry citations. The N.E.A. might offer tokens to outstanding work, just as the movies grant Academy Awards, and other fields, the Pulitzer Prize and Nobel Award. Napoleon said, "Men fight for ribbons." Another form of recognition would be a year's sabbatical leave; still another, exchange with a distant city.

Assuredly, the teacher should be an integrating personality; all too frequently, she isn't. Much time is spent discussing integration and

efforts are made to build integrating personalities; all for the children. First, let's have teachers with integrating personalities, for they will better understand the factors, the results and the method for building these.

▼

In conclusion, should the teachers apply to themselves the things which are written about the personalities of the children, the teaching profession, in one generation, would come to occupy in society the place which is really its due.

I DIDN'T MISS IT AT ALL

RALPH C. JENKINS
President, State Teachers College
Danbury, Connecticut

WHEN I was a young boy I used to know a man whose every other statement was "I don't know but I missed it." After making each decision, even when the decision was of trifling importance, he would go over and over in his mind the wisdom of the decision and keep saying to himself and aloud "I don't know but I missed it." This man landed eventually in the insane asylum.

You at some time or other have come to the decision that you want to be a teacher. Right now other lines of work beckon with unusual seductiveness, the lure of big money, the desire to be in uniform, to be riveting or running a machine, or to be taking the place of a soldier at the front. These are natural desires. But having decided to be a teacher you should drive from your mind such conflicting pulls if you wish to be happy and successful. To paraphrase a great teacher: "With such imperious impulses beckoning you away to another life you will never know that absorption in teaching which is the essence of art. You will know only that pain of conflict which destroys the possibility of happy work." To say, even to yourself, "I don't know but I missed it" may lead you to the madhouse. To say, on the other hand, "I didn't miss it at all—I have a fixed purpose in life, I know where I am going, I am on my way, I will be the best teacher I am capable of being," will lead you to success and happiness and peace.

Over a hundred years ago a man in Massachusetts made a great decision. He had trained to be a lawyer but the work never absorbed all his energies. Suddenly and unexpectedly he was offered the Secretaryship of the newly created Massachusetts Board of Education. On July 1, 1837, he took office and the next day he wrote, "I no longer write myself attorney, counsellor or lawyer. My law books are for sale. My office is 'to let.' The bar is no longer my forum. I have betaken myself to the larger sphere of mind and morals."

This, of course, was Horace Mann and he is called the Father of Public School Education. Could the new government established by the Founding Fathers have survived if Horace Mann had not built under it the firm foundation of the public school? After he took up education Horace Mann kept saying, in one form or other, all his life "I didn't miss at at all."

▼

There was another man, Connecticut born, whose friends in the early years told him again and again that he was missing it in giving up his health, position and fortune in the cause of public education. Just about a hundred years ago now he had been fired from his job as Connecticut's first Commissioner of Education and moved over to Rhode Island to be State Superintendent of Schools there. During the next five years he held more than 1100 meetings and delivered more than 1500 addresses. He, Henry Barnard, later became the first principal of Connecticut's first Normal School and the first U.S. Commissioner of Education.

Dr. W. C. Bagley, once wrote of him: "Dr. Barnard was a real hero of civilization." Henry Barnard never once thought " I don't know but I missed it." He said instead, in the autumn of his life, "So far back as I have any recollection the cause of true education—of the complete education of every human being without regard to the accidents of birth or fortune—seemed most worthy of the consecration of all my powers, and if need be, of any sacrifice of time, money and labor which I might be called upon to make in its behalf."

▼

I once had the honor of introducing to the Connecticut Association of Public School Superintendents Dr. Albert Winship, at that time perhaps the best known educator in America. Dr. Winship had spent his life in editing the Journal of Education and in lecturing to groups of teachers in all parts of the United States. He crossed the continent more than a hundred and fifty times on lecture tours and probably talked to more teachers in his lifetime than any other man. In one of his books, "Danger Signals for Teachers," Dr. Winship points out the danger of a teacher ever letting herself think "I don't know but I missed it." He says:

"I am proud of having been

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identified with the teaching profession through the editorship of an educational magazine for a third of a century. Occasionally I realize that some fellow would think more of me if I did not magnify my connection with the profession and with such a man I magnify all the more my association with teachers. Don't fail to have prideful affection for the calling or profession of teaching."

▼

Thus far my quotations have been from school administrators and editors and lecturers. But how about the rank and file of classroom teachers?

A few years ago I spent a couple of weeks with Dr. Will S. Monroe at Couching Lion Farm on the side of Camel's Hump Mountain. Part of the time each day was devoted to taking notes on Dr. Monroe's life as he revealed it to me. I hope sometime to get those notes into shape for a brief biography of this extraordinary man.

Dr. Monroe had spent nearly all his life as a teacher in the Westfield, Massachusetts, and the Montclair, New Jersey, Normal Schools. He was a man of many interests. During the summer vacations that he enjoyed as a teacher, he visited Europe many times and wrote a dozen books of travel. When he retired he constructed in Vermont the Monroe Skyline Trail, a section of the Long Trail which traverses the Green Mountains, packing the materials for several shelters on his back. He was a great lover of dogs and became a judge of prize dogs, was an officer of the American Kennel Association and built up after his retirement from teaching one of the best libraries on dogs in this country. For a short time he was a school administrator in Pasadena, California, but the thing that his heart was in and the thing he was proudest of was that he had been for practically all his life a classroom teacher.

Over and over again he said to me as I questioned him about various aspects of his life, "I was always glad that I prepared myself so thoroughly for teaching and remained a teacher until the time came for my retirement." Will Monroe's name will go down to posterity. He didn't miss it at all in having been a classroom teacher.

▼

I have often told the story of how Clarence DeMarr, the marathon runner, came to Northern Vermont from Boston to speak just after he had won his most famous race. We were seated at my family table in Johnson when the telephone rang and the National Broadcasting Company was on the line wanting Clarence DeMarr to come to New York (300 miles away) to broadcast on a coast to coast hook-up. I shall never forget

his reply. His words were something like these, "No, I can't be bothered to come to New York to broadcast. I came up here partly to see a teacher I had in school as a boy. She is ill and along in years and may not live long and I have promised to come to see her." So the next day I took him to Newport, Vermont, to see that teacher who had made such an impression on Clarence DeMarr as a boy that nothing could keep him from saying perhaps a last good-bye to her. Did she miss it in being a teacher? No, she didn't miss it at all.

▼

Two years ago a teacher retired from the Danbury State Teachers College faculty after fifty years of faithful service. I asked this teacher, Miss Anna Scollin, to send me a few words from her long experience as a teacher which might be helpful in keeping out those mischievous words, "I don't know but I missed it" which sometimes crash into the mind and do so much damage. Here are some of the things Miss Scollin wrote:

"It is a joy to be permitted to watch the growth of mind among pupils. It is surprising how quickly children grow up and take their places in life. Some become distinguished in the learned professions, some in public office, many now wear a service uniform of some kind. The greatest number become good, loyal American citizens. Whenever she hears of their success or usefulness the teacher says with pride. 'These were my pupils.' In many cases a teacher is held in esteem next to parents. What a tribute to receive a note written in sincerity by a parent thanking a teacher; or it may be a visit expressing appreciation! An earnest, conscientious teacher has the approval of heaven. There are times when she can bring new life, hope and courage into the hearts of the weary. Near-miracles are often achieved by giving children honest appreciation at the right time. Who wouldn't be a miracle worker!"

▼

General Dwight D. Eisenhower advising his brother Milton to take a position as a college president wrote as follows, "A large part of the kind of peace achieved after this war rests on the principles laid down in America's schools."

Also Commissioner Alonzo G. Grace recently wrote me:

"If we continue to build a civilization built on materialism we are merely setting the stage for a collapse of our culture. The most fundamental job in America is teaching in the public school system. The satisfaction that one receives from the development of character and constructive citizenship far outweighs the money that one might secure in other areas of life. Teaching is a privilege. The capacity to cause people to grow is worth more to me than all the money in the world."

I could go on piling illustration on illustration. There is my friend Herman Horne who couldn't come up to Danbury one year to give our commencement address because by doing so he would have to miss one of his classes at New York Uni-

ere was George Herbert Pal-r who said that Harvard Col-ege paid him for doing what he would gladly pay Harvard for the privilege of doing.

There is the Great Teacher Himself who prepared for His teaching for over thirty years and then in three short years taught a Gospel of Love and Service that the world had never known before. Each one of you knows from your own life experience one or more great teachers who have at some critical time in your life guided your steps and set you on the right path and helped to make you what you are today. Would you say that these teachers missed it? No, they didn't miss it at all, and you yourself won't miss it if you do your level best each day to make yourself into the most artistic teacher you can possibly become.

"Educate She's? Never!"

When public schools were being organized in the early colonies, the question of the education of girls arose. . . Such education was practically unheard of, and it was a bold individual who argued "that two hours, or a part of that time be devoted to the instruction of females, as they are a tender and interesting branch of the community, and have been much neglected by the public schools of the town." Finally, one New England village voted that a committee might arrange with the schoolmaster "to instruct girls two hours in a day after the boys are dismissed."

This brought the matter to a head, but not all communities favored it. The Committee at Northampton, Massachusetts, in 1788 voted "Not to be at any expense for schooling girls," and Haverhill also rejected it. There is a record of this exclamation of one Haverhill citizen—"Haverhill educate she's? Never."

It was commonly believed, even by teachers and other professional educators, that certain subjects, especially Latin and Geometry, were "beyond the grasp of weak female intelligence and above their powers."

—HARRY. C. MCKOWN
in *Fools and Foolishness*

PSYCHOLOGY IN THE HIGH SCHOOL

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ALBERT L. BILLIG
Allentown (Pennsylvania) High School

IF WE assume that the purpose the American high school is to meet the needs of its student body, there is an evident deficiency in the matter of helping the student to understand himself and those about him. In usual parlance this comes under the province of psychology. It is a patent fact that the integration of personal and social adjustments is the paramount issue, yet these needs are only met in the most roundabout and perfunctory manner. Many students remark, rather sarcastically, that the school seems to offer everything save that which they most need and in which they are most earnestly interested. Even a reticent individual coming in contact with the high school student quickly becomes aware of his consuming interest in himself, and in how others respond to him in various social situations.

It is true, students reluctantly admit, that a mastery of English, mathematics, etc., is useful; however, this usefulness seems remote and nebulous compared with the pressing psychosocial problems which they have to meet in their everyday living. Much of the stress and strain which keeps youth awake on troubled nights is due to these psychosocial problems. These problems are resolved around such focuses as friendship and affection, as well as around casual contacts with other people. Social usefulness and personal zest are dependent, to a large degree, upon the achieving of satisfying personal relationships. Why does not the school educate the whole student, and thus contribute toward the solution of the student's greatest need? The school would find a definite opportunity by aiding pupils to meet these psychosocial problems more adequately.

Various sections of our country have met, and are meeting, these student needs in a realistic way. A survey made in 1934 indicates that psychology was being offered in about two-thirds of the Kansas high schools.

During the year 1937 the American Psychological Association published the results of a "Survey on Teaching Psychology in Secondary Schools." Less than ten percent of the administrators responded to the query. However, the few replies received are suggestive. One school indicates that its fifth grade pupils deal with psychological questions. This indicates the presence of foresight, and not the usual hindsight which makes our juvenile courts, behavior clinics, and other allied agencies a "must" in our social structure.

The responses indicate that in various schools the courses given cover the areas of "mental hygiene" and "personality." In certain schools these materials are integrated with the content of some standard subject already in the school's curriculum, such as social studies, biology, and hygiene. Some schools tie in psychology with homemaking courses such as "Home Management" and "Life Problems." It is possible that this psychological content can be added in such a manner that the results will be worthless to the pupil. In order to insure significant outcomes the instructor must have a firm groundwork in psychology or the entire course may become a farce. For example, if the instructor merely exhorts the pupils "not to worry" or "to develop their willpower" the results will obviously be negative.

It was found by Mikesell during the 1940-41 school year "that 227 high schools of the state (Kansas) teach psychology either every year or in alternate years." This state ranks first, it is believed, in proportion to the population, in the percentage of high school pupils receiving instruction in psychology. Since here we have a satisfactory statistical sample, the findings from the investigations conducted have a reliable significance and can be applied to a comparable setting in the State of Pennsylvania. Some of the findings were "that too often teachers in the subject had very little instruction in the field," also "that there was a pressing demand for practical psychology," and that there was "a very urgent need for a regular psychology high school textbook."

Again, in 1941-42 a second survey was made to ascertain student preferences according to main topics. "The main topics in order of preference (by percentages) were: emotion, 83 per cent; power of environment, 83 per cent; how to deal properly with people, 81 per cent; personality, 78 per cent; self confidence, 77 per cent; what is psychology, 76 per cent; habit, 75 per cent; how to study, 73 per cent; maladjustment, 73 per cent; intelligence, 72 per cent; memory, 72 per cent; success, 70 per cent; learning, 70 per cent.

"Sub-topics which should be included in a textbook: use of habit, 92 per cent; place of psychology in life, 81 per cent; rules for study, 81 per cent; how habits are formed, 80 per cent; benefit and harm of emotion, 79 per cent; methods of breaking a habit, 79 per cent." Those receiving lower percentage preferences are deemed unessential in this paper.

The important problems as viewed by these high school students are: "personality adjust-

ment, how to study, emotions, boy girl relations, mind and body relations, social problems, how we learn, self-confidence, leadership, reasoning, individual differences, mental hygiene, and sex education."

The overall findings derived from the "survey indicate that the high schools do not want only a preliminary but rather a self-sufficient treatment" and "the main challenge derived is the need to prepare a high school psychology textbook . . . It should be a thoroughly practical text."

Since total efficiency is imperative, the timeliness of such a course is clear. The time is past in which we can afford to allow youth to muddle its way out of these time-and-energy-consuming problems. An individual in a constant state of emotional or mental anxiety is far below his optimum level of efficiency. As our leaders for the armed forces are being drawn, to a large extent, from high school material, the pupils must have a significantly greater understanding of human nature than is offered in the standard curriculum. An individual who has a thorough knowledge and understanding of himself, his limitations as well as his abilities, together with the essential techniques of handling people, will be many times more valuable. The high schools must take up many of the college's traditional responsibilities.

▼

Nature has one arbitrary law, only the fit survive. Since survival is the criterion, the efficiency of the human quantity, in the equation, is a variable. The largest value (human efficiency) may be the margin by which survival might be determined.

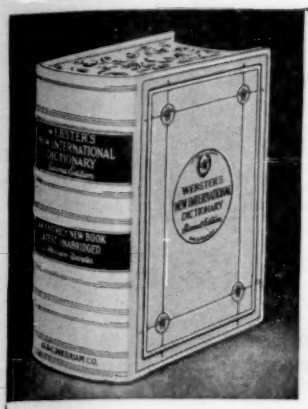
EDUCATION IN ATTITUDES

CARMON ROSS
Superintendent of Schools
Lansdowne, Pennsylvania

IN THIS age of things practical it may sound almost a sacrilege to make a claim for the by-products of education. These by-products may be called attitudes. They cannot be measured by the yardstick nor can they be described in terms of skills and knowledges. You can neither apply a caliper nor use a leveling instrument. They will not answer to voltages nor be affected by pressures. And yet these abstractions that we call attitudes are the real motive power back of human actions and in the end affect things material. They are the great traditional spiritual forces that have come down to us as a heritage and that distinguish one people from another. We may forget the multiplication tables, or how to parse and to conjugate, or how to convert fractions to decimals and vice versa, or even how to extract square and cube root! But we will never forget those indelibily written lessons of kindness, goodness, courtesy, self control, truth and perseverance which have come to us the hard way and by the way of experience in our every day living.

Sometimes it takes a great calamity like the present global war to break that great idol of the American people—*smug complacency*. And then we wonder why a people so accustomed to liberal ways of thinking, acting, and living find it difficult to adjust themselves to new and strange experiences. We rebel against rationing, against price ceilings and price fixing, and against the restrictions to our free and easy ways. We regard censorship and the curtailment of news and speech as un-American. We regard all those war-time inconveniences as an abridgement of certain "inalienable rights" and privileges. In all such reactions to limitations to our personal freedoms our patriotism is naturally questioned and we seem forgetful of the sacrifice and duties of the boys on Guadalcanal and in the desert sands of North Africa; boys who are carrying on for us—and we have not even tasted hardships beyond temperatures that are slightly below normal!

Naturally, in the final analysis, we begin to question certain phases of the education which may account for this lack of feeling or balance towards situations that are suddenly thrust upon us as a people. The achievements of America the past two years in turning from a peace-time economy to a war economy has been more than phenomenal—it has been a Miracle of all Time! We take pride in this and we may justly credit a share of this to the public schools and to their trained intelligence. There is very little argument over the mobilization of industry to war production and the efficient way in which it has been done. On the other hand, the one common criticism is our lack of willingness to conform to certain situations which may spell sacrifice of comforts and the disruption of doing things "as usual." Call this *lack of "discipline,"* if you will. Our emotions have not caught up with our practical natures. Our



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feelings, dispositions, or attitudes towards actions and controls do not seem to respond to the emergencies found on all sides.

Apparently somewhere along the line, the life stream, as it were, of emotional reactions and feelings has failed to be directed along proper channels. Oh, yes, we have succeeded in producing a nation of grandstand and bleacher enthusiasts who know all the cheers and who will yell and cheer and stampede to high-pressure danger points. But there it ends. How can we mobilize these tremendous enthusiasms, and outbursts of feelings so that we may have the same results when the appeal is to things serious and to those great virtues of human behavior which we may call right "attitudes"? It is almost futile and useless to talk about the education of our feelings or attitudes unless there is a logical reason for doing so. Too often we have tried to develop in the schoolroom ideals of control, goodness, cleanliness of speech, clean thinking, love of country, loyalty to self and fellows, and many other well known simple virtues because we as teachers have thought that it would make our daily life more pleasant and easy. We have failed to point out to young people the real significance of such mastering controls as morality, loyalty, truthfulness, self-discipline, unselfishness, reverence, justice, love of country, respect for the rights of others, and tolerance. These and others constitute fundamental attitudes which must be understood and which need to be illustrated by the lives of great personalities and significant events not only in our own history but in that of other people. The post-war reconstruction we are all thinking about and planning for will be a repetition of what happened after Versailles unless we admit into our planning these great and controlling feelings or attitudes. We may truly question whether or not these dominating attitudes should have a priority over matters of trade, economics, territorial indemnities, minority groups and self-sufficiency!

Within the compass of a brief article such as this it is hardly possible to do more than suggest the necessity to educate for certain attitudes. Of one thing, however, I am convinced. The business of educating for certain attitudes is not that of any one teacher or person, but that of all teachers. Just as the teaching of English will never be fruitful until *every* teacher is a teacher of English, likewise the emotional education of children will never be a reality until *every* teacher realizes his or her responsibility. Studies in character education have flooded the market. The so-called "school virtues" and "civic virtues" are found in every curriculum. We have fail-

ed, however, to appreciate fully that it is not the business of one person alone to do this important piece of work. Every subject and every class-room is a laboratory of experience. Educating for attitudes is a cooperative enterprise that may and should be carried on in every school activity and program —the classroom, the hall, the auditorium, the gymnasium, the athletic field, the school store, the lunch room, the playgrounds, and even the office! This is not a glorified "activity" program. Rather it is an integrated program wherein all the forces within the power of the school organization, and even the community, may make their impression upon growing youth to the end that desirable traits of character, personality and behavior patterns may be firmly ingrained. This is not indoctrination, but pure common sense in both philosophy and method. The school's job after all is to help prepare youth so that it may be able to stand up under the pressure of adversity as well as under the benign influence of our democratic prosperity in days of peace and easy-going ways.

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MAYNARD C. WALTZ
Instructor in Education
Keene (New Hampshire) Teachers College

IN ANTICIPATION of a teacher shortage during the school year 1943-44, Commissioner James N. Pringle and the State Board of Education authorized President Lloyd P. Young of Keene Teachers College to conduct a unique type of refresher course for teachers during the summer school session of 1943.

Instead of depending upon recent high school graduates as some states have found necessary, New Hampshire made its appeal to former teachers who had been out of service for many years. As a result, two groups of twenty each came to the Keene Teachers College campus for a two week period of intensive refresher training. These groups were, for the most part, composed of former successful teachers who had married, brought up families and accepted duties of responsible citizenship in their communities. For example, two were members of school committees, five had sons in the Armed Services, one had a family of six youngsters, and two had daughters who had just been graduated in June from the Teachers College and who had accepted teaching positions for the present school year. All were motivated by a desire to serve their state in its time of need.

The program offered to these former teachers, although of short duration, was varied and full of worthwhile material. Attention to the individual needs of each teacher in her future school was the basic principle underlying all of the work.

Mrs. Dorothy S. Carle, elementary supervisor, Gloucester, Massachusetts, taught Language Arts and Miss Dorothy McGeoch, formerly of the Plymouth Teachers College faculty, and now a member of the Keene faculty, taught Programs, Mathematics, and the social studies.

From eight to nine o'clock the "refreshees" were in class with Mrs. Carle, from nine to eleven they observed in the demonstration school taught by Miss McGeoch, and from eleven to eleven-thirty they conferred with Miss McGeoch regarding methods used in the school. Lunch was followed by a one hour regular class period with Miss McGeoch. Then came work in the laboratory workshop or in special lecture-conferences with other educators who were invited to assist in this special training. President Lloyd P. Young discussed the school register and ways of co-operating with the State Department of Education. Miss Dorothy Minor dealt with recreation. Mr. Harry Davis spoke on Music in the Schools. Mrs. Doris Langley and Mrs. Frank Blackington took up the possibilities of Art in the Rural School, and Miss Virginia Beardsley dealt with materials for the primary grades.

The two weeks period ended with a graduation ceremony in the best New Hampshire style with certificates, class songs, motto, and all the fixings. The enthusiasm and energy shown by the groups will do much to maintain satisfactory school standards in New Hampshire during the critical years ahead.

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MY FLAG

When I beheld it by surprise, floating on currents of an alien air, I suddenly knew as I had never before known the full meaning of that flag as a symbol of my home and what my native land meant to me.

It was not soldiers' uniforms and marching feet, not bugle notes, not cannon rumbling by, but a hedge of lilac purple in the Maytime sun; a winding rill down a New England hillside that rose to shut the turning world from streamers of the setting sun; all the young people in America whom I had taught and from whom I had learned; and beloved faces waiting to see me come over the trail leading to the door that would open on the all I ever was, the all I ever hoped to be.

The flag was mine, my land, my home, myself as a part of what I had given and still have to give toward the future of the world that must be made worthy of the standards set by the Stars and Stripes.

—Maude Burbank Harding

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

Heterogeneous Grouping

Homogeneous grouping has its advantages. If all children in a group learn at the same rate—be it fast or slow—no child is handicapped by having to wait for slow pupils, or by trying to progress faster than he can. All can proceed at an even pace. But is this true education?

In life the bright and the slow must plan, work, play and live together. They are in one world, one society. Success in their industrial and social relations depends upon their ability to understand each other, to think together, work together and to sympathize with one another. Sympathy is elemental to unity—and can best be created when the bright, slow and slower are educated together. It is then and then only that the alert learn to have patience and to wait for their less fortunate associates; that the more intelligent learn that those less favored have some sound ideas after all, and that they can achieve along certain lines. Too, it is in normal groups that the slow come to realize that some are more alert mentally than they and can surpass them along certain lines. This is realism—but it is essential to the maximum degree of understanding. When the intelligent remain humble and recognize the good qualities of the less alert, and the slow understand that there actually are others more qualified to do certain things then they have at least the foundation for harmony and unity. Education in normal groups lays the foundation for understanding, sympathy, cooperation.

All wisdom is not in high places nor all ignorance in low. It behooves us to slow down, sympathize with everybody and work out our salvation cooperatively. That may take longer but we'll like it better.

The Clamor for Time

It is natural for the head of each department to want more time for his subject. That indicates he believes in it. When the heads of several departments, however, clamor for more periods the administrator has a problem on his hands.

The first question that comes to my mind in this connection is, "Is more time necessary?" My opinion is that in most cases—perhaps all—we have time enough. What we do need is to know how to use it all effectively. Too much time is wasted in scolding and creating fear on the part of the class. Make the work interesting, vital, snappy; be thoughtful, fair and helpful, then scolding will be unnecessary and high achievement will result. Again, time is wasted telling long stories, talking off the subject and keeping note books. These note books are the bane of the class room—they kill off the group from the start. Far better for the teacher to lead a peppery discussion based on assigned readings. If this is done properly views will be exchanged, points developed and interests kindled. These interests will lead to extra unassigned research provided the material be readily accessible and readable.

More time? In many instances that it not the problem. The problem is to use the time we do have efficiently—to get full value out of it—to stimulate each child to his maximum effort. Stimulate him and he'll work overtime with a vim—kill his interest and all the time in the world is not worth much.

Speaking of School

RANDALL R. PENHALE
Principal, Iron River (Mich.) High School

I have just finished visiting at least one class taught by each of the teachers in the high school. In the paragraphs which follow I shall outline very briefly my reactions. Perhaps other administrators would be interested in comparing notes.

In all classes, the organization of subject matter was splendidly handled. Teachers knew what they were going to teach and without exception held to the lesson which apparently had been assigned. Preparation and planning account for this organization.

When it came to noting to what extent pupils' aims as opposed to teachers' aims had been taken into consideration, I felt that here was room for improvement. Subject matter must be brought down to the level of boys and girls, particularly with reference to their acceptance of the aims. Unless they understood what the lesson is about, the time used is wasted.

I would strongly urge that teachers use less of their time lecturing to the class. This is especially difficult to do when the lesson for the next day is being discussed. It is the easiest thing to do, yet much of what is said goes over the heads of the pupils, unless explanations are frequently punctuated with questions aimed at the students as to whether each unit of the explanation is clear.

To stimulate enjoyment in the business of obtaining an education on the part of our pupils is indeed an arduous task in this day and age of so many more attractive things than school. Yet I feel an occasional smile by a teacher to a pupil (or even to a whole class!) will go a long way to emphasize the fact that teachers are also human. To be serious is important, but to be pleasant is more important.

In practically all classes, I noticed too great a tendency to permit one or two-word answers to questions asked by the instructor. To encourage students to discuss a topic fully—in oral paragraphs—is one of the best evidences of a good teacher. Particularly is this true in the eleventh and twelth grades by which time pupils ought to be thinking of continuing their education in college or technical school.

What I have said about training in expression also applies to a teacher's skill in questioning. When skill has been developed, pupils will talk clearly and loudly enough to be heard in all parts of the room. In most classes, pupils recite unintentionally to the teacher, and as a result other students do not hear what is said unless a school is blessed with movable chairs which are arranged so as to face each other. Not to hear what is said has a great deal to do with pupil disinterest.

Teachers are making good progress in the matter of getting around to all parts of the class. In one or two instances a small minority of students are being permitted to monopolize the time of the class. While this is splendid training for our bright pupils, it is apt to discourage the poorer ones. I feel that it is best, too, to hear one student at a time. The interest as manifested by several students responding at once is better than no interest, but too frequently not much is understood.

Some instructors, particularly women, do not speak clearly and loudly enough to be heard by all pupils in the room. When this characteristic prevails, I have found that students also tend to talk in undertones, necessitating many of the answers being repeated. This time lost.

Women teachers make much better use of our bulletin boards than do men. This feature of a classroom's equipment is often the first to attract the attention of a visitor and excites the interest of students. It is a teaching medium, which if kept fresh and up to date, we can not afford to overlook.

"The chief problem in your school," said Dr. Edgar G. Johnson, when he last visited our school in November, 1940, as the official representative of the University of Michigan, "would seem to me to be that which faces almost every high school. With the growth of high school population, there has come into the school a large group whose interests are not of the traditional academic type. For them (and they represent the majority of our high school pupils), the high school courses should be practical, closely related to pupils' out-of-school experiences, and definitely pointed toward satisfying individual and community needs. As a vital type of general education is developed for all high school youth, the special interest of the academically-minded minority can be better cared for in classes enrolling those with similar tastes and interests. Adaptation of teaching procedure to different interests and abilities within the classroom would seem to me to be the problem which might most actively engage the interest of your teachers."

I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS
Superintendent of Schools, Perth Amboy, New Jersey

The Fundamentals

I overheard an educator who took pride in himself as a Liberal say, "The real fads and frills are the three Rs." It used to be popular to say that subject matter is not the important thing in education. One of the most prominent educators in the country once said that if he had to make a choice between arithmetic and music as a school subject he would retain music and eliminate arithmetic.

We recall the vicious and continual attacks made on the schools a few years ago which were aimed at the costs of the schools. It was common practice to present arguments that the schools were wasting the taxpayers' money on "fads and frills." Music, health education, art, manual training, and home economics were the subjects labeled "fads and frills." School people naturally resented these attacks. Some went to extremes in defending the so called "fads and frills." Then the "Liberals" took part in the discussion and more extreme statements were made such as: "The fads and frills are the three Rs." and "Subject matter isn't the important thing in education."

Today the attacks on the schools based on the idea that the schools spend too much of the taxpayers' money on fads and frills are rare. The subjects that used to be listed as fads and frills have won permanent and respectable places in the family of school subjects, although they are referred to as the special subjects. The old stand-bys, reading, arithmetic, English, and history, geography, and citizenship are known as the fundamental subjects. In this article that division will be used for convenience and clarity.

Recognition of the fact that the special subjects are essential parts of a good educational program may under some conditions result

in educational loss rather than gain in an individual school. A fair degree of mastery of the subject matter of the fundamental subjects is the responsibility of the schools. Except for English that responsibility is the responsibility of the schools alone. It is not shared with any other agency.

Responsibility for acquiring a knowledge of the special subjects by the pupils is a responsibility shared by other agencies. Responsibility for safety education is a joint responsibility of the school, the police, and the home. Responsibility for character education is a responsibility of the church and of the home as well as of the school. The health and physical well being of the pupils are the responsibility of the home and the community as well as of the school.

▼

A 1943 investigation by the writer in the school system in which he works and also in several other school systems reveals the following conditions:

1. A tendency to curtail the time assigned to the fundamental subjects.
2. A tendency to increase the time allotment of the special subjects.
3. On shortened school days to eliminate the periods for the fundamental subjects. As one principal said, "If a subject has to be omitted the teachers will almost invariably omit arithmetic rather than a special subject if the decision is left to them."

I think most superintendents and principals would be amazed if they should make a thorough investigation of the fundamental subjects in their schools.

Grins Between Grinds

THE FATHER DRAFT

An old man steps into an army post and wants to enlist.

The astonished officer wonders why. "Are you a father?" he inquires.

"I sure am. I have twelve children, all grown up and all got good jobs."

"But you are seventy years old. Why do you want to fight in the army?"

"Well, you see, it's this way. I want to help get this thing over before they call my dad."

SOLID!

Cookie: "What's the matter now? Is the meat tough?"

Rookie: "The meat's okay, but I can't cut the gravy."

HEAVY BETTING

A colored boy from Chattanooga got in a poker game with a few English chaps. Picking up his cards he found four aces. Someone had just bet one pound and the colored boy said, "I don't know how you boys count yo' money, but I'll just raise yuh one ton and bet ten ounces on de side."

BUT IN HIS FAVOR

"I've just been having an argument with the dentist."

"Who won?"

"It ended in a draw."

WHAT A FALL

Accidentally a man fell out of a fifteen-story window in Norfolk the other day, but fortunately a load of hay was passing directly under the window. Unfortunately he did not land on the hay. Fortunately, he had a large insurance policy. Unfortunately, he had allowed it to lapse. Fortunately, he was a good Christian. Unfortunately, he hadn't been to church for a good many years. Fortunately we don't have to follow him any further.

REAL SELF-DENIAL

From a little town back east comes this story of a self-denying woman who contributed her savings to the government with this emphatic remark: "I've been saving this money to divorce my husband, but I've made up my mind to deal with Hitler first."

—*San Diego City Schools.*

SHE HOPES SO TOO

The worst trouble maker Miss R. ever remembered having in her senior home room was a loutish lad named Louis. When she learned that he was in the armed forces, Miss R. drew a sigh of relief. The other day she received a letter from Louis, dated somewhere in the South Pacific. It was one of those wish-I-had-realized epistles so many fellows write back to some well-remembered teacher. But it ended on a high note, thus: "I only hope I can be as tough on the Japs as I was on you, last year."

UNHAPPY DICTATOR

"It's no use," said the director, "I'll have to get a new stenographer."

"Pity," said his colleague. "Miss Faire seems a nice, obliging sort of girl."

"Oh, she certainly is. But she will keep interrupting me when I'm dictating to ask me how to spell words."

"That's a great waste of time."

"I don't object to that," explained the director, "but it embarrasses me to have to keep saying I don't know."

SEESAWING

A hard-working farmer had kept his son in college for four years at great sacrifice. He was notified by the college authorities that his son would not be able to graduate with his class.

The farmer immediately went to interview the college president and learned that his son's English was so poor that the college would not grant the young man a diploma.

"What do you mean by his English being poor?" asked the disappointed father.

"Well, for instance," replied the president, "your son always says 'I seen' and 'I have saw.'"

"Well, I guess that's pretty bad," said the father, "but I want to say this, Mr. President. I'd ruther have my son say 'I seen' when he had saw something than to say 'I have saw' when he ain't seen nothin'."

The News Digest

OF EDUCATION IN ACTION

Millions of Children Are Quitting School

WASHINGTON—Because of the great demand for help of all kinds, and the high wages offered in even the unskilled categories, children of school age are leaving the classroom at an increasingly rapid rate. Educators throughout the country are becoming disturbed at the trend.

At present more than 3,000,000 boys and girls between the ages of 12 and 18 are out of school and at work. Of this number, 900,000 are 14 to 15 years of age, and in many instances are employed illegally, according to a survey conducted by the National Education Association's Commission for the Defense of Democracy through Education. Work permits have increased more than 400 per cent since 1940, constituting, in the opinion of the commission, "a real threat to the future of this country."

As a result of the increase in student employment, all of the gains made in reducing child labor between 1930 and 1940 have been lost. Pressure is placed on the schools in many counties to permit the pupils to work on farms, in stores, at service industries and in factories. Many of these children are going into dead-end jobs and, it is feared, as soon as the war is over they will be at a disadvantage when forced to compete in the labor market.

Free Schooling For Vets Asked

WASHINGTON—President Roosevelt asked Congress to provide now for one year's study in a college, or other educational institution, after the war for every qualified man and woman who serves six months in the armed forces and desires additional education.

He sent to the legislators a billion-dollar program developed by a White House-appointed committee of educators who proposed also that a limited group of service personnel with special aptitudes be permitted to carry on their education at government expense for up to three years.

Mr. Roosevelt appointed the committee last November when the draft was lowered to reach boys of 18—the age when the great majority are just completing high school.

With its report he sent Congress a message saying the nation is "morally obligated" to provide training to equip service personnel for gainful pursuits in peacetime, and that moreover the nation itself will have need for trained men and women.

The members estimated that out of an army and navy of 12,000,000 a minimum of 1,000,000 might be expected to take advantage of the government's offer. On this basis, they figured the program's cost at $1,000,000,000.

School Costs Increase As Enrollments Decline

PHILADELPHIA—Despite demands of the war program, financial budgets of the large school systems of the United States are generally greater this year than they have been in the past. In many of the public school systems teachers' salaries have been increased to meet increased living costs.

Even though more money is required for the schools, the cities are losing enrollment at a constant rate, a survey of the typical schools of the country has disclosed. High schools, especially, are now losing students, either to the armed forces or to industry. Those who reach 18 are drafted, while tens of thousands 14, 15 or 16 years of age are working.

At the same time the schools report that the teacher shortage is beginning to reach the large school systems. Until this fall the shortage was mainly felt in the smaller cities or the rural areas. Today, however, it has reached into almost every school system in the country. Even New York City, with a seemingly large list of excess teachers, is finding it difficult to get a sufficient number of competent substitutes.

Philadelphia's school budget for 1943 is $1,500,000 greater than it was a year ago, owing in large part to the granting of cost-of-living salary adjustment of $200 for every employe. Pupil costs in 1942, based on average daily attendance were: senior high school, $168; junior high school, $126; elementary school, $96. The 1943 cost will be 10 per cent higher.

Total day school enrollment in that city is 228,000, or 4 per cent below last September. Employment certificates for 16 and 17-year-old pupils increased from 7,500 in 1941 to 23,000 in 1943. Today the average pupil leaves high school with one-half year less schooling than he did in 1942.

3,000 More Students Reach Free China

CHUNKING—Three thousand Chinese students, traveling over 1,000 miles to escape from Japanese-occupied areas, have arrived in Free China since the beginning of the year bringing the total number of students evacuated from Japanese-held territory to 30,000.

A spokesman for the Relief Committee for Students from Occupied Areas said that the students had to go through some of the "most difficult terrain in the country" and that

Schools in Boom-Towns Badly Overcrowded

WASHINGTON—School systems in boom-town areas of the country have been hard hit, suffering from overcrowding, lack of teachers, inadequate facilities and lowered educational standards. Reports from typical communities indicate that the problem is more acute this fall than ever before.

Many small school districts, as a result of the influx of war workers, have been forced to absorb a 100 per cent or more increase in pupil population. Every possible classroom is strained to capacity; double sessions are common; basements and kitchens have been converted to makeshift rooms where the children gather for their instruction. Educational officials estimate that nearly 1,000 towns and counties have been faced with the problems arising from the continuing increase in school population.

To help the schools meet their increased responsibilities, the Federal Government is providing money wherever the communities can show that the need exists. Hundreds of systems have applied for this help. A staff of investigators examines each claim to determine whether the funds are necessary.

For the most part, the money goes for the building of additional classrooms and schoolhouses. In other instances, the Federal funds help the communities to obtain an adequate supply of teachers. Millions of dollars have been turned over to the schools in boom-town areas to help cope with the serious problems caused by an influx of population. Continuance of these funds, many educators feel, is essential to the operation of the over-taxed schools.

"receiving stations" set up along the way by the Ministry of Education had aided them on their trek.

About one-fourth of the students are women. Most of them intend to continue their education in Free China, where they will be assigned to different educational institutions and supported "almost entirely" with funds provided by the Ministry of Education.

Would Open Gates To Graduate Study

ATLANTA — Seeking to forestall what he visualizes as a possible postwar lowering of intellectual standards, a Harvard University educator advocates admitting qualified men and women from the armed forces into graduate schools and colleges without a bachelor's degree.

Such a step was urged by Howard Mumford Jones, Dean of the Graduate School of Arts and Sciences at Harvard, in an address here at the Conference of Deans of Southern Graduate Schools.

Requirement of a bachelor's degree from all who enter graduate schools after the war would, Mr. Jones said, work a hardship upon men and women who left college to enter the armed services. Such an attitude, he asserted, might result in lowering the intellectual standards of their generation.

"Schools Can't Do It Alone," Says Warren

MEDFORD, MASS.—"Professional educators number only 1½ million, against 131 million non-professional educators," Julius E. Warren, Massachusetts Commissioner of Education, declared in a convocation address at Tufts College. "You tell me what kind of educators the 131 millions are going to be after this war, and I will tell you what the education of children is going to be like. For better or worse, what we adults are, sets the pattern for what children want to become. The responsibility of the home in education of children is not so simple as it sounds. For example, one of the basic and most important characteristics of our culture is honesty and decency in human relations. Schools devote great energy to these important matters, for, without honesty, all the skills we teach serve only to make our students more efficient in exploiting their fellow men. In education honesty reaches its highest symbolism in the teaching about George Washington. But suppose that the thirteen-year old child upon entering a bus or a train with his father, hears him tell the conductor that the child is only 11 and thereupon pays half-fare. Who wins in terms of the child's future conduct—the school with its instruction and symbolism, or instead, the living experience in deceit? That is why anyone who would predict what education will be like after the war must first predict what homes will be like."

C. B. Upton Heads Board Of American Book

Clifford B. Upton, for many years Professor of Mathematics, Teachers College, Columbia University, was elected Chairman of the Board of Directors of American Book Company at its last meeting, effective November 1. He has been a member of the Board for many years, and has always taken an active part in the affairs of the Company. He succeeds Mr. A. Victor Barnes who asked the Board to accept his resignation as Chairman in view of his advancing years. Mr. Barnes has been associated with the American Book Company for nearly fifty years in various official capacities. Mr. Barnes reported the Company in excellent condition.

Professor Clifford B. Upton brings to his new association qualifications and experience which assure a contribution of importance to the business of publishing school and college textbooks. His broad training and extensive knowledge of the problems of education, his years of experience in the training of teachers, and his extended acquaintance among school people everywhere, give Mr. Upton especial equipment for his new duties. Moreover, he has had unusual opportunity to put his abilities to practical use in the preparation and publication of many successful books of his own authorship.

Urges International Education Office

NEW YORK—By establishing an International Education Office "at the earliest possible date" we will promote post-war equality of opportunity and avoid one of the mistakes made at Versailles where the role of education was neglected, Dr. Alonzo F. Myers, chairman of the National Education Association's Commission for the Defense of Democracy through Education, declared.

He spoke before an Institute on Girls' and Women's Education, sponsored by the Women's Council for Post-War Europe, in cooperation with the United States Committee on Educational Reconstruction, at New York University's Faculty Club.

Says Citizenship Starts In Nursery

BOSTON—Stating that the democratic ideal has as its core "the capacity of the common man to think and act for himself," that to this end character is more important than intellect, and that "the primary task of education is to inculcate a sense of values," Dr. Carl J. Friedrich, Professor of Government at Harvard University, recently addressed the conference of the National Association for Nursery Education.

Citizenship may be seen as far removed from the nursery school, Dr. Friedrich told the assembled specialists in the fields of health, education and social welfare. On the contrary, he said, it is in the earliest years mainly in the home and from parents that a firm sense of values, and the self-discipline which is the foundation of character, are acquired. A hundred years ago, he added, even fifty years ago, this teaching was given entirely at home; its importance must not be forgotten as education takes over some of the responsibility for the care and guidance of the young child.

Teachers' Idea Taps Reserve of Man Power

NEW HAVEN, CONN.—New Haven school teachers had a large part in inaugurating the systems that have brought thousands of vitally needed part-time white-collar workers and housewives into war plants throughout the country to help relieve the man-power shortage.

Hundreds of New Haven teachers worked during the summer of 1942 as gun and ammunition makers, but before returning to their classrooms in the fall asked D. K. Willers, employment supervisor of the company, if they could continue working four hours every evening.

With the critical labor shortage in New Haven, Mr. Willers leaped at their suggestion. He had been experimenting with the idea of part-time workers since January, when he gave Leon C. Rice, a school teacher, a job as a laboratory technician. The large group of school teachers gave Mr. Willers the opportunity to put his pet theory into full-scale practice.

ODT Spreads Joy In "Prep" Schools

WASHINGTON—The Office of Defense Transportation has recommended longer Christmas vacations for prep school and college students to prevent interference with the heavy volume of military and essential civilian travel.

The ODT suggested two alternatives, emphasizing that the first would be preferable:

1. Release students not later than Dec. 15 and not require them to return before Jan. 11, or

2. If so long a vacation cannot be permitted, either begin the vacation period by Dec. 15 or if later end it on or after Jan. 11, fixing midweek dates for both release and return of students.

Low Pay Blamed For Poor Teachers

BOSTON—Low wages are resulting in the employment in Massachusetts schools of incompetent instructors, according to Dr. Herbert Blair, director of research for the Massachusetts Teachers Federation.

"It is difficult," said Dr. Blair, "to keep a man at $1,500 or less, teaching industrial arts when his skill could command twice that amount in any defense plant.

"Naturally there is a shortage of persons willing to accept teaching jobs when they know they will be paid less than the wages given laundry

College Paper in Basic English Gives Head Man Headache

NEW YORK—A professor of New York University, lecturing to members of his class, referred to them as students of N.Y.U., only to be corrected by one who asserted, "We are not students, sir, but mans and womans learning at Washington Square College of New York University."

When the Washington Square College Bulletin, the first college newspaper in the city to publish an issue entirely in Basic English, appeared on the university newsstands, professors were forced to hear the efforts of overzealous students to employ Basic English in class discussions.

Henry A. Grunwald, head man of the paper ("Editor" in pre-Basic English days), expressed his bewilderment in a column entitled "We Go Basic."

He wrote: "I have taken much punishment, I am tired, I desire to say that I am a 'wreck.' I am not able to say so in Basic English. I look at the words that I am able to use and I am happy that Basic English is a language that knows so great a number of good words, but they are not the ones I need."

Use of Basic English has been advocated by President Roosevelt and Prime Minister Churchill as the basis for a further understanding, by other countries, of English language and the English-speaking peoples.

Chancellor Harry Woodburn Chase of the university, in a statement issued to the Bulletin, which was published in both kinds of English said:

"I am much interested in the idea that the persons (editorial staff) on the Washington Square College Bulletin have thought of printing a paper all in Basic English. The test is of much value (the experiment should be very much worth while).

"Basic English will not be young much longer and will likely be, before long, important in discussions between nations in the years to come (Basic English is ceasing to become a laboratory device and will undoubtedly prove a great instrument of world communication in the future).

"To match the needs of people in different parts of life today, something quite different from either of these instruments is needed. Basic English is a science, a serious attempt to do this. We will come across it frequently, I believe, in years to come."

workers, truck drivers, hostesses, receptionists, and other semi-skilled workers."

He declared that the claimed shortage of available teachers was but merely the result of a "substandard salary schedule." The trend toward hiring poorly trained, incompetent teachers, he warned, might be distinctly harmful to the children.

Two Vacant Windows As Navy Marched In

WELLESLEY, MASS. — The song sung by generations of Wellesley College girls, lamenting that "In Wellesley 'round the campus and upon the village green, the gentlemen, or stronger sex, are few and far between" went out of date when 200 officers of the United States Navy Supply School moved onto the campus. An additional 200 officers will arrive about the middle of December to complete the ranks of the newest unit of the school, whose headquarters is at Harvard University under the administration of Captain K. C. McIntosh, S. C., U. S. N. (retired).

"Our arrival caused considerable excitement," Commander E. C. Collins, head of the resident instruction staff, commented. "I think two girls were dead in one of the houses. Every other window had a face in it as we marched into the quadrangle."

The men, the first to be quartered in a women's college, are living in Cazenove and Pomeroy, two domitories of the Hazard Quadrangle.

Victor Butterfield New Wesleyan Head

MIDDLETOWN, CONN. — Inauguration of Dr. Victor L. Butterfield as eleventh president of Weselyan University was held at a combined inauguration-commencement. Because of war-time conditions, the ceremonies were confined to a single day.

Three honorary degrees and eighteen degrees in course were conferred during the exercises, at which Dr. Henry M. Wriston, president of Brown University, was the principal 'speaker. The charge to Wesleyan's new president was made by Dr. Henry A. Ingraham '00, president of the board of trustees.

Three Rhodes Scholars Serving in Congress

WASHINGTON — There are three members of the present House of Representatives who are Rhodes scholars.

Until this present session, the only Rhodes scholar ever elected to Congress was Charles Russell Clason, a Massachusetts Republican, who is in his seventh year in the House.

The two newcomers who likewise studied at Oxford University, England, on Rhodes Scholarships are Republican William Fulbright, an Arkansas Democrat, and Representative Robert Hale, a Republican from Maine.

All three are lawyers, and each one has acquired four degrees.

Cincinnati Observatory 100 Years Old

CINCINNATI—Aided by the American Astronomical Society, Cincinnatians and the University of Cincinnati celebrated the founding of the university's observatory 100 years ago as the first in the country to be erected with funds raised by public subscription. It also is recognized as the nation's first working observatory.

Dr. Harlow Shapley, director of the Harvard College Observatory, and president of the American Astronomical Society and American Association for the Advancement of Science, led the group of North American astronomers gathered here for the centennial and the seventy-first annual meeting of the society.

Germans Outrival English In Schools for Portugal

LISBON, PORTUGAL—At least 80 per cent of the population of Portugal is illiterate. This is in part due to the Government's policy that it is the function of the home to educate the child, and partly because a lack of funds prevents the building of many schools. Last year, however, the Government drafted a program to build four thousand "Little Red Schoolhouses" throughout the country.

A few weeks after the announcement of this program, however, the Government publicly noted that too many young people were attending the universities and obtaining higher education. It was said that Portugal needed more farmers and laborers and that there were too many lawyers, engineers and teachers. This caused a student strike at the Technical University. But after a few hours of mild rioting the government did reduce the number of students at the University by having tuition fees raised.

The middle and upper classes do not send their children to the state primary schools, which are free, but send them to schools in Lisbon that are operated by the British, French and German Governments.

The German school is by far the most popular if only because it is cheaper. The German school, more than any of the others, runs dances and motion picture parties for the parents at regular intervals. These are quite social affairs. The Germans seem to seek to rival the British School with exhibits and parties, invariably arranging larger and better affairs than the British Government. For example, in the case of the Architectural Exhibit of the British Institute, few people attended the rather small, modestly constructed show. A month later, however, the Germans sent to Lisbon truckloads of equipment for the construction of a German Architectural show, which thousands of people attended.

Colby College Has Post-War Fund

PORTLAND, ME.,—Colby trustees have established a $15,000 post-war educational fund for students in the armed forces.

Directors of the Waterville college at a meeting here were told by Dr. Julius Seelye Bixler, president, that "the educational offerings of Colby should be overhauled so we will be ready for our tasks after the war."

"Basic English" Dogs Churchill

LONDON—The British press has been kidding Prime Minister Winston Churchill a bit over his advocacy of "Basic English" as a medium of international expression.

Newspapers and magazines call the eloquent Prime Minister the perfect example of one who could never get along on the 850-word vocabulary of the system invented by two Englishmen, C. K. Ogden, of England's Cambridge University, and Ivor Richards, now of America's Harvard.

Of course, all that Mr. Churchill had in view was that "Basic English"

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